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ABSTRACT

Designed to eliminate sex bias in occupational education, a strategic model for change in the educational system and an inservice program to implement the model were developed by the North Carolina Department of Public Instruction. Over 1700 teachers, representing 74 of North Carolina's 148 local education agencies, participated in the inservice training which prepared them to be trainers in their own school systems. An eight-point philosophical approach guided the activities of the project. A variety of print and media products were developed for inservice instructional needs and resources for the teachers. The results indicated that it is possible for two people, with a modest budget and with strong administrative backing, to use the leverage of the state education agency to effect institutional change. After one year's effort, the following changes in enrollment were evidenced: nearly 1,000 more girls in agriculture; 1,300 more boys in home economics; 700 more girls in trade and industrial education, and substantial increases in industrial arts and occupational awareness. In the second year, female enrollment in agriculture rose to over 1,700 and male enrollment in home economics to over 2,100. There were no significant changes in health occupations, education, business and office education, or distributive education. (Focus throughout the report is on why various approaches did or did not work.) (BM)

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NEW PIONEERS

The North Carolina Program To Eliminate Sex Bias In Occupational Education

Reflections And Recommendations

By

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North Carolina Department Of Public Instruction
Raleigh, North Carolina
January 1977

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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NOTES ON LANGUAGE

Pioneer. Any student or worker in a field ordinarily associated with the opposite sex, e.g. a girl in masonry, a boy in Home Economics, a female mechanic, a male nurse.

They. Used in the singular, to replace the grammatically conventional impersonal he, as in the sentence "Each local director prepared their own plan." This common usage is simpler than "he or she", less disruptive than inventing a new word, and easily understood.

For anyone who is interested in the language issue, we'd be delighted to supply data demonstrating that the impersonal he does influence thinking, and highly respectable grammatical arguments and literary precedents supporting the use of they in the singular.

ACKNOWLEDGEMENTS

The essence of the New Pioneers Program was that most of the real work was done by people who were not on the New Pioneers staff. To say that they made the project possible would be inaccurate, because they were the project.

First, the secret weapon -- Jesse Clemmons. Jesse was the project officer who supervised New Pioneers for the Occupational Research Unit. It was Jesse who helped rethink the project in the beginning, who gave advice and gave access to the research facilities of the ORU, who had an extraordinary knack for knowing where money might be found in the bureaucracy, and whose never-failing faith in the project restored our souls on more than one occasion.

One type of leverage in any organization is the backing of the boss. We cannot emphasize too strongly the importance of having the top officers in any effort provide muscle for the bright ideas. Charles Law, Division Director of Occupational Education, Bob Mullen, Deputy Director of Field Services, and Vaden Hairr, Associate Director of Development, were the three with whom we worked most closely. Cliff Belcher, Deputy Director of Field Support, also cooperated. This meant that there was never any lag time at all between the moment when we knew we had a problem, and the moment when we reached for the phone or walked down the hall to get help with it. Never once did these men apparently flag in their conviction that the New Pioneers Project was an important part of the work of the division, to be taken seriously by all members of the division. Never once did we see them back away from the commitment, even when the going got sticky, and it sometimes did.

The Occupational Education State staff suffered through our early mistakes, and came out friends. The changes they made in state materials and procedures, and their personal efforts in the field, mean that the system will never be the same again!

The Local Directors, especially the brave souls who volunteered to be one of our pilots, were the ones who really educated us. They shared first their concerns, and then, when we "shaped up", their enthusiasm. They are the pivots of the project. They made the decisions about whether or not to take part and what would happen locally. The enrollment changes that we are so proud of are their doing. And they have given us a wealth of stories of students and teachers happily working together in a new way.

The Area Directors deserve a lot of the credit for the local plans. They were the ones who followed up and made it happen after we met with the Local Directors. One of them, Carl Whitehurst, was the author of a comment early in the program that we quoted scores of times: "This sex bias business is fascinating. It's like you could pass a man in the street a hundred times and never notice him, and then after you get introduced, you run into him all over town."

The Summer Trainees were the folks on the cutting edge. They came to our Summer Institutes, in many cases not knowing what they were getting in for, and they went back to their home school system and did a terrific job. Their own enthusiasm and that of the people who took their courses was the real flower of the New Pioneers Project.

Finally, three people who were on the staff: Linda Mull Powell, secretary to the project through its first year, Gail Vanderbeck Smith, who took over when Linda went back to college, and Bettie Branch, who typed this manuscript. Linda and Gail were the ones who coped with the bureaucratic system, and provided reliable backup for everything I did. They helped produce the filmstrip, organized our conferences, went to meetings in my place when I couldn't, and were the ambassadors of the project when I was out of the office, which was most of the time. Several breakthroughs in the field happened only because Linda and Gail were articulate and convincing on the telephone, making friends and earning respect from people whose faces they never saw.

To you all:
Thank you for the past and future!

Amanda J. Smith
Director of New Pioneers Project

I. INTRODUCTION

In 1972, the Occupational Research Unit of the North Carolina Department of Public Instruction wrote a project proposal titled "Women in the World of Work", to be funded under Part C, Section 131 (b) of P.L. 90-576. The proposal was inspired by the increasing number of women entering the work force, by widespread research showing that women tended to work in low paying jobs, and by the passage of the 1972 Education Amendments, of which Title IX prohibited discrimination on the grounds of sex.

In 1972, enrollment statistics showed that North Carolina followed the same pattern seen throughout the country: 61 Occupational Educational courses had over 90 percent male enrollment, 19 had over 90 percent female enrollment, and only 68 were mixed. Furthermore, the single-sex classes contained 90 percent of the students. By July, 1974, when the project actually began, the figures were substantially unchanged.

A. ORIGINAL OBJECTIVES REDEFINED

The original objectives were (a) to develop a model for eliminating barriers to occupational training for women, and (b) to assess employers' attitudes and identify other employment barriers that would limit women's opportunities. In 1974 these objectives were changed in several ways.

First, because the project as finally implemented had a smaller staff than originally projected, it was necessary to reduce the scope of the project. We decided to drop the objectives relating to employment barriers, largely because Local Directors of Occupation Education seemed to feel these were a less immediate problem than the attitudes of teachers and students.

We therefore decided to focus entirely on the Occupational Education programs themselves.

Second, a change which broadened the project to include occupational restrictions placed on boys and men. We found widespread rejection of a project aimed only at girls: "You're doing exactly what you're telling us not to do". Further, it seemed impossible to eliminate stereotypes about women without also understanding and eliminating stereotypes about men.

If we were going to include men, we had to rename the project: "New Pioneers" was chosen in recognition that students who venture into an occupational course previously limited to members of the opposite sex are indeed pioneering.

Third, an area which, after some debate, we did not change. Because of our reduced staff, it might have made sense to abandon the statewide effort and aim for a restricted "Pilot project." We decided to stick to the original plan. Our rationale:

a. Every LEA will have a few people ready for change. An across-the-board effort should allow all of them to take advantage of a changing system.
b. Those who were not yet ready to change might likely need more years than the project had to give. Better to set mechanisms in train that would continue, rather than pour all our energy into a place that might absorb only a little at this time.
c. The agency itself, though oriented more toward service than regulation or supervision (North Carolina is different from some other states in this way) does have a great deal of leverage. With the support of the state's top administration, a small staff and a small budget should be able to have an impact. Therefore, one of the central questions of this project became: How can we use the system to reform the system?

B. EXPECTED AND ACTUAL PRODUCTS

The three original expected products were a position paper on the status of women in occupational education and in the labor force in North Carolina, a strategic model for change in the educational system, an inservice program to implement this model. Here too, changes were in order.

By great good luck, two publications* appeared in North Carolina during the early months of the project, which presented most forcefully the status of women in the labor and education worlds of North Carolina. We therefore decided to concentrate on the strategic model for change and the inservice program.

Actual products were:

a. After one year's effort, enrollments were encouraging: nearly 1000 more girls in Agriculture; 1300 more boys in Home Economics; 700 more girls in Trade and Industrial Education, and substantial increases in Industrial Arts and Occupational Awareness. In the second year, Agriculture rose to over 1700 and Home Economics to over 2100. There were no significant changes in Health Occupation, Business and Office Education or Distributive Education.

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*ELIMINATING SEX DISCRIMINATION IN SCHOOLS: A SOURCE BOOK. Raleigh, North Carolina: Department of Public Instruction, 1975.

THE STATUS OF WOMEN IN NORTH CAROLINA, 1974. Raleigh, North Carolina: North Carolina Commission on the Education and Employment of Women.

b. The strategic model and training materials for a "ripple effect" in-service program, with representatives from 74 (out of 148) LEAs trained. As of March 1977, courses had been taught in 51 LEAs, directly reaching over 1700 teachers.
c. The eight-point New Pioneers philosophical approach, usable with any model.
d. A variety of print and media products:
   - "I'm Glad I'm A She! I'm Glad I'm A He!" 25-minute filmstrip, designed to show teachers what sex bias is, how it hurts children, and what to do about it (200 copies).
   - "The Effects Of Sex Bias On Girls And Women With Special Needs" 15-minute slide presentation on needs of disadvantaged girls (one copy).
   - Advisory list of instructional media for non-sexist materials, 21 pages. Annotated bibliography, mailed to all school librarians.
   - A variety of handouts, most taken from other sources.
   - Several articles published locally or nationally on various aspects of sex bias in the working world.
   - Seven program area plans for reducing sex bias.
   - 126 local plans for reducing sex bias prepared by Local Directors of Occupational Education.
   - The ten lesson training course.

C. MAJOR FINDINGS

1. A STATEWIDE SYSTEMIC EFFORT CAN WORK.

It is indeed possible for two people, with a modest budget (approximately $40,000 per year) and with strong administrative backing, to use the leverage of the state education agency to effect institutional change.

Some of the access points we found most useful:
- the legal requirements of Title IX, which are the main reason many people, especially administrators, are interested in sex bias.
- access to state staff (Curriculum Specialists, Field Support Specialists on Federal Requirements, Area Directors of Vocational Education), who have wide impact on local administrators and teachers.
- access to Local Directors of Vocational Education, who direct the local programs and prepare an annual plan to meet federal requirements.
- access to many regular meetings and conferences, such as regional FHA conferences, the Occupational Education Teachers' Summer Conference, meetings of North Carolina Association of Educators, the School Boards Association, etc.
- state certification regulations that teachers must acquire a certain number of inservice educational experiences in order to renew their teaching licenses.

-advisory lists on instructional materials which are mailed annually by the Materials Review and Evaluation Center to all school libraries.
-agency print and media resources for developing cassette filmstrips, handouts, training materials, etc.
-financial resources and Department of Public Instruction's reputation to attract workshop participants.
-the visibility of being a project director on the state staff, which gave many opportunities for publicizing the project and its goals, most notably a large number of speaking invitations and opportunities to publish articles. Though these opportunities do not fit neatly into an implementation model, they should not be neglected, as they create a network of informed individuals and institutional good will which complements more organized efforts.

With each activity of the New Pioneers Program, we made no effort to be selective, but rather took a blanket approach, asking for program plans from every program area, local plans from every LEA, and so forth. We never got everything we asked for, but in many cases we got more than we expected.

Further, we discovered that there were no demographic factors that would help us predict where an effort to reduce sex stereotyping in Occupational Education would succeed. In fact, the project exploded geographic, racial and ethnic stereotypes. We had blacks and whites and men and women among both our enthusiasts and our detractors. Many small rural LEAs did more than the big cities, and some of our best programs were in the "conservative" coastal plains and mountains, while other counties with highly "liberal" reputations did little.

2. TRAINING TRAINERS CAN WORK

A successful program is not, as some feared, dependent on rare leadership qualities. Our trainees were great people, and it was clear that the local systems had often sent their best. Nevertheless, most of them were straight from the class room, and totally unfamiliar with sex bias. But those who had good support from their central offices ran terrific programs. They and their teachers glowed with enthusiasm, and the numbers of people involved were clearly way beyond what our staff could ever do directly.

3. NEARLY ANY SYSTEM CAN WORK, WITH THE RIGHT APPROACH.

As we began to implement the program, we discovered something unforeseen by the project proposal: our organization, strategies and activities were far less important than the substantive and

philosophical approach we used. In fact, some apparently reasonable approaches practically guaranteed us a hostile reception, while others rewarded us with a warm welcome. Thus we reached our major conclusion: we suspect that any well-though-out system will work, with a few dedicated people to work it, if the right approach is used.

Our eight touchstones were:

a. Distinguish between sex discrimination and sex bias
b. Keep a balanced program: include men
c. Start at the beginning - put issues before answers
d. Suit the presentation to the audience
e. Be open and direct with students about sex bias
f. Stay away from quotas
g. Never laugh at anyone
h. Laugh as much as possible with others, at yourself.

May they bring you the good luck they brought us!

II. THE STORY OF NEW PIONEERS

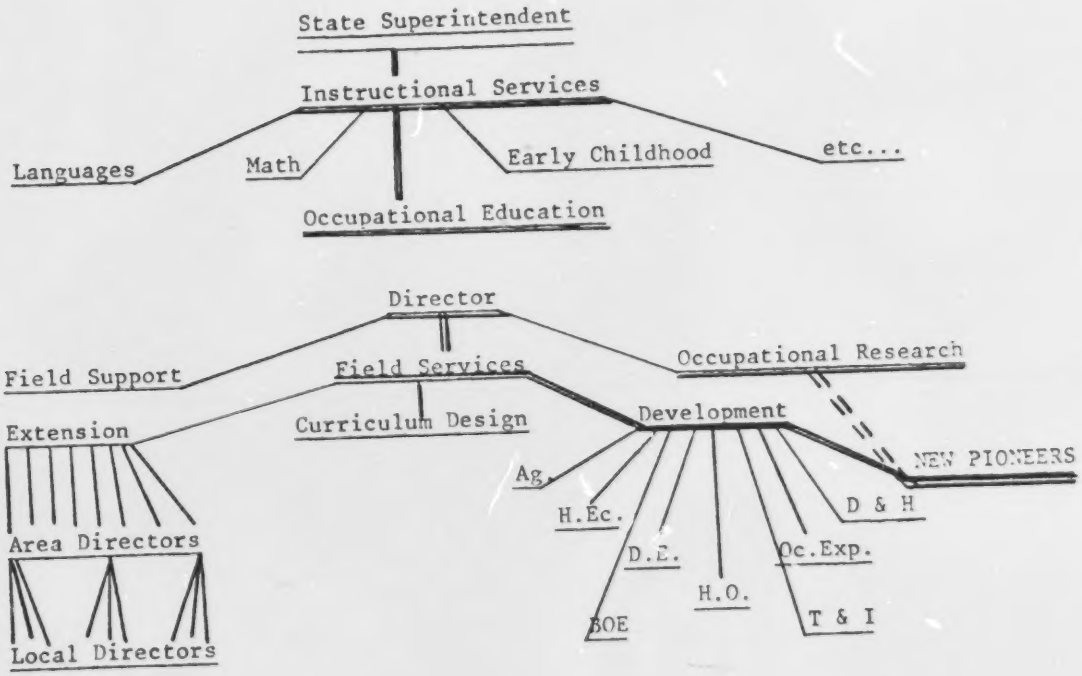
A. OUR PLACE IN THE SYSTEM

In North Carolina, Occupational Education is one division in the Program Services area of the Department of Public Instruction, organizationally equal with the Division of Languages, Social Studies, Early Childhood, etc. This organization reflects the fact that all our high schools are comprehensive, with no separate vocational schools.

Figure I is a chart of the Division of Occupational Education. New Pioneers functioned as a rough equivalent to a program area, with the director working most closely with the Chief Consultants, and, through the Area Directors, with the Local Directors in each Local Educating Agency (LEA).

Though we were funded by the Occupational Research Unit, and therefore accountable to them, our project officer did not exercise a daily supervisory role, but rather one of consultation, advice and consent.

(Figure 1)



B. WORKING WITH THE STATE STAFF

1. DEVELOPING OUR APPROACH, PLANS AND ACTIVITIES

The summer of 1974 was spent setting up the office, staffing, redefining the goals of the project and renaming it, and trying to learn the system and get to know everyone.

By August we were ready to begin. One piece of advice was offered on all sides. "Keep it simple. No one wants to be preached at. Give people simple, practical strategies they can take home and use tomorrow." That sounded good, so in August we broke the ice by issuing two memos to all the staff, one on strategies for opening up all programs to all students, and one on non-sexist language. These memos were short, positive, practical, and to-the-point -- but the waters of the division closed over them without a ripple.

Something more was needed.

As we met with each program area staff, it became clear that their situations were very different. In most Trade and Industrial Education and Agriculture programs, the problem was to increase their female enrollment. For Health Occupations, Home Economics, Business and Office Education and Trade and Industrial's Cosmetology, the problem was to attract boys. These areas also needed to think about how to help girls strengthen their self-image, and take themselves seriously as wage earners. Although all areas did have some programs that were mixed already, such as Trade and Industrial's Industrial Cooperative Training and Agriculture's Horticulture Programs, Distributive Education was the only division with a generally mixed enrollment. This could enable it to concentrate on building self-image for girls, and helping both boys and girls work out the problems of sex stereotyping in the working world. Clearly, the same strategies were not going to work for everyone.

Therefore, in an effort to get everyone more involved, and recognizing that activities must be tailored to each program area, during the fall of 1974 we asked <u>each program staff to develop its own plan to eliminate sex bias</u>. We provided guidelines and suggestions, and offered to work closely with each group.

This request, which represented a good deal of work, was met with varying degrees of passive and not so passive resistance. Some people felt they had no problem, some people liked things the way they were, but the principal resistance was to a commitment of time and effort for something they were not sure was important. This resistance was most frequently expressed as, "Understand, I'm all for it. But you're piling priorities on top of priorities. We can't do everything."

We began to get a stronger and stronger picture that people did not understand the problem, did not share the goal, and wanted no part of anything that looked like an artificial quotas game. So, despite strong backing from the Division leadership, the plans were not getting written.

Then, in February of 1975, we were given two hours at a full division meeting of all 65 consultants. The prospect of two hours on Title IX made faces fall, so we hastened to explain that we not talking about legal compliance, but rather about the sociology of sex bias: What is sex bias? How do you know it when you see it? What does it do to children, psychologically and professionally? And only then, what do you do about it?

This session was a major turning point. It gave us our first glimpse of the intensity, often followed by excitement or relief, on people's faces as they realize that eliminating sex bias is not merely compliance with an apparently capricious law, but provides real answers to real problems which they may have never before connected with sex stereotypes.

During the coffee break afterwards, one bright, pretty and previously very resistant woman said, "Now I understand what you're all about!" She must have spoken for others, because now the plans began to get written.

During the spring, we continued informal contact with individual staff members. The next formal contact was in April, part of the field testing of our filmstrip (described in detail later on). The filmstrip was seen and evaluated by the entire staff and there was only one strongly negative response. Clearly, attitudes had changed over the winter.

In the summer, the Occupational Education Division's principal activity is an annual statewide conference for teachers. New Pioneers was part of the programs for Home Economics, Health Occupations, Business and Office Education, and Occupational Exploration. (It's interesting to note which areas took the lead). Teachers pay their own way to summer conference, which means that not all attend. However, there were probably 1,000 teachers from all parts of North Carolina in our sessions.

The North Carolina State Fair, held in October, 1975, always features a variety of exhibits by vocational programs from all over the state. 1975 the theme was "Equal Education Opportunities for Men and Women". Though some of the exhibits showed no particular awareness of the theme, none was offensively stereotyped, and some did an excellent job of making a balanced presentation or showing photographs of boys and girls in nontraditional occupations.

During the first year, we also spoke to Future Homemakers of America rallies, wrote articles for newsletters, met with the Business and Office Education Advisory Council, spoke to Delta Kappa Gamma Chapters, and did whatever else we could to cooperate with each program area.

During the winter of 75-76, each program area was asked to update its sex bias plan. In addition, many had put brief components on sex bias into their components of the federally required State Plan for Vocational Education.

At the January 1976 Staff Development Conference, there was the first clear evidence that New Pioneers had finally jelled for the division. In a one-hour segment of the program, the project director reported briefly on some of the statewide activities, and a representative from each program area shared the approach that they had taken, and some of their successes. The entire division was awarded a medal of honor, in the form of an International Women's Year lapel pin, presented to Charles Law, the Director of the Division. The atmosphere was warm and happy, and it was clear that nearly everyone there felt very good about their own participation in the program. The evaluation showed almost unanimous approval (our one negative holdout was still there), and we got a higher rating than many other parts of the three-day conference.

Perhaps one incident will show the cohesiveness that had taken a year and a half to develop. At the banquet we were shown a draft of a television program to be aired during Vocational Education Week. Though the producer had been made aware of the New Pioneers Program, the film was full of strong sex stereotypes and sexist language. During the showing of the film, at least eight people caught the project director's eye to shake their heads disapprovingly or make a thumbs down gesture. During the discussion session, it was not she, but a male consultant who raised the question of sex stereotypes. When the producer said defensively that these pictures reflected reality, that he couldn't take any other kind in the schools, there was universal rejection of that theory. We tried briefly to explain to him why it mattered, and that it was not hard to find good examples, but we didn't press the point. After the session broke up, one consultant went out of his way to say, "Amanda, I've disagreed with a lot of things you've said in the last year, but you were surely right tonight!" At long last, we had achieved the point where New Pioneers was no longer "Amanda's program," but was truly the division's.

Field work occupied most of our attention through the spring of 1976, and the next big formal participation we had with the division was at the Summer Conference in the programs for Trade and Industrial, Agriculture, and Distributive Education, and Occupational Exploration. In addition, the section on Disadvantaged and Handicapped had prepared a filmstrip on the special problems of disadvantaged girls, which was a feature of their conference program. Thus over the two years, New Pioneers was part of every program area's summer conference at least once, and twice for Occupational Exploration.

2. THE PROGRAM AREA PLANS

Most of the plans had some elements in common. These will be discussed first, followed by the specific program area. For a full list of items to be covered in a program plan to reduce sex bias, see Recommendations, section C.

a. Collecting Enrollment Statistics

This seemed like the logical place to begin. How could each staff focus its efforts or measure its success without knowing the numbers? Yet this proved to be touchy territory, because consultants, administrators and teachers were leary of anything that smacked of arbitrarily placing students in occupational classes in order to meet quotas. This fear seemed to be based on two historical facts:

-Teachers knew that they did in the past coerce students by sex. "I'm sorry Susie, you may not take Industrial Arts. It's for boys."

-Racial integration had in many cases involved mixing classes according to a specific formula in order to achieve a racial balance. Therefore, teachers envisioned that school administrators would be saying to students, "Susie, Title IX is here, so you're going to be a plumber."

We tried to suggest that if schools genuinely made it clear to all students that all classes were open, gave Susie a chance to discuss changing roles of men and women, and to find out the advantages of being a plumber as well as the advantages of being a secretary, that then Susie would be free to make a genuine, informed choice. She should no more feel coerced to be a plumber in order to be different, than she should feel coerced to be a secretary because of tradition.

b. Staff In-Service

Few plans dealt directly with the issue of staff inservice, leaving that to the initiative of the New Pioneers staff. This subject must not be overlooked, as consultants do need an opportunity to learn the requirements of the law and the implications of sex stereotyping and bias specifically as they relate to their program area, before they can plan effectively or implement changes.

c. Check Lists And Other Management Tools

Several subject areas use a check list for consultants in field work, and these subject areas added New Pioneers to the list, thereby assuring that the question of sex stereotyping would be brought up whenever state consultants worked with teachers. This simple alteration of the system was one of our most effective procedures. We cannot over-emphasize the importance of having state consultants incorporate the goals of the New Pioneers Program into their daily work, in addition to having special presentations on the subject of sex stereotyping.

d. Brochures

Several program areas planned to redesign their own brochures with an eye to eliminating sex stereotyping. Unfortunately, printing budgets were such that few brochures were rewritten during the first two years of the New Pioneers Project, but this strategy will likely be implemented over the years. It is important that such brochures state openly that all programs are open to both sexes, and have pictures of men and women working side by side, if possible. Simply removing single sex implications does eliminate overt bias, but does not reassure a student uncertain of their welcome.

e. Facilities

This is one area where Title IX is very specific, and many consultants were apprehensive of real problems here, which would cost money to fix. However, with the exception of inadequate toilet facilities in some shop buildings, facilities were not a major problem. The principal usefulness of this topic seemed to be that state consultants were no longer willing to accept inadequate facilities as being an adequate excuse for excluding girls from vocational programs.

f. Instructional Materials

This was the first idea that occurred to most people, but they were frustrated to discover that eliminating all biased materials would likely mean eliminating most materials. Some consultants ended up feeling that this strategy was a waste of time, as no unbiased materials seemed to be available. However, examining the materials was a useful way for them to become aware of how lopsided their offerings were, and they will probably now recognize and welcome unbiased materials when these finally do become available. Already, Occupational Exploration is using an extremely progressive set of introductory materials, a point which they are proud of and point out frequently.

Several consultants did indicate that they had discussed with venders and publishers their concern over the lack of unstereotyped materials. One man said he found it an excellent way to get rid of salespeople!

A more creative approach to the problem of biased books is to develop upbeat suggestions for teaching out them, such as adding pictures of pioneering workers, or pointing out and discussing the changing employment opportunities so that students are not subconsciously undermined. This can be done lightly. There is no need to condemn the book -- just bring it up to date.

g. Course Titles And Descriptions

While it was a useful exercise for all staffs to examine their course titles, changes were really necessary only with Bachelor Home Economics. Traditional courses had not customarily had sex bound titles, but were simply called Carpentry I. or Typing I. Course descriptions, however, had sometimes specified sex, or used a sex specific pronoun, and these needed changing.

h. Role Models

One of the major difficulties of reducing occupational stereotypes is the absence of older people of one's own sex to identify with. This lack leads both students and adults to fear loss of femininity or masculinity. It is therefore crucial to provide students with models that they can relate to. The more variety the better: they don't all have to be good looking (which simply promotes the "Superwoman/man" stereotype). As they traveled, some consultants began to collect a file of clippings, names and job descriptions as examples and possible speakers, and often dropped in the New Pioneers office to report their latest discovery.

i. Awareness Of Teachers

Most plans focused heavily on teacher attitudes, as was appropriate. Most planned to make available information on the contents of Title IX, and to discuss why their programs might be attractive to members of the opposite sex, giving teachers suggestions as to how they could overcome the stereotyping present in their schools. However, many of the more formal objectives and activities for preparing materials for teachers on sex bias in a specific program area are still to be implemented.

j. Youth Clubs

Though all subjects mentioned involving youth clubs in the New Pioneers Program, little came of this strategy. Some efforts were made to insure that the youth clubs did not discriminate, and the Home Economics staff did arrange to have a slide presentation on sex stereotyping shown to all the FHA rallies, but most clubs did not actually get involved with the subject of sex stereotyping and its relevance to their work. This still seems an important area to pursue in the future, as peer pressure is one of the most important influences that prevent students from nontraditional enrollment.

k. Teacher Education

Most plans indicated they planned to work with teacher educators on programs to eliminate sex stereotyping, but to my knowledge, most activity was ad hoc. It is an important focus for the future.

l. Advisory Councils

Efforts were made by all subject areas to increase representation of both sexes on their statewide advisory councils. Only one subject area, Distributive Education, was able to involve their advisory council meaningfully in their New Pioneers efforts. This advisory council was helpful in commenting on the types of material they felt the state staff should produce, and in producing good role models as examples, such as women store managers.

m. Newsletters And Trade Magazines

Publishing items about New Pioneers in state-published newsletters was a popular strategy, and one of the most successful. State Consultants also often had access to national trade journals, and through their efforts articles about New Pioneers were published in Agricultural Education, Journal of Home Economics, American Vocational Journal, Community College Review, High School Journal, Federal Education Project Newsletter, and Education of the States Newsletter.

n. Possible Problems And Objections

There was a good deal of informal discussion of problems that might arise in mixing enrollments. Probably, the state staff should give more organized attention to this area, so that they could either dispel concerns or provide solutions when local teachers are apprehensive. For example, many teachers feared enrolling girls in boys' classes would cause discipline problems. In fact, the presence of girls tended to improve behavior and motivate boys to work harder - an outcome the state staff could and did advertise.

3. DIFFERENT APPROACHES FOR THE PROGRAM AREAS

Each program area focused on a) identifying its own situation with regards to sex stereotypes b) developing solutions. Some of the most interesting solutions dealt with thinking through why the "opposite" sex might be interested in their program. In many cases this was a highly satisfying process, because it led some consultants to feel better equipped to explain why anybody might be interested!

a. Occupational Exploration

The pre-vocational programs are the most important in influencing students' career choices and they seemed to embrace mixed programs easily. Our best middle-grades programs move nearly all students in the seventh and eighth grades through a 15-cluster, hands-on experience. Girls and boys take everything, in mixed groups. The Occupational Exploration staff eagerly used statistics on working women, and emphasized the theme on lifetime planning for everyone. They used our filmstrip, and adopted a new series of highly unstereotyped materials. As most programs were already mixed, there were no significant enrollment changes.

b. Industrial Arts

Used a similar approach. However, as Industrial Arts enrollment had been heavily male, we were pleased that their enrollment of girls increased by 313 the first year.

c. Home Economics

Although some Home Economists are reluctant to accept boys in their programs, and are deeply concerned at the prospect of lost traditions, it is our experience that most are more aware and more supportive of changing sex roles in American society than any other element of the school population. It is in Home Economics classes such as Family Life that the changing family and work roles are already an accepted part of the curriculum, and "Dual Career" is a standard phrase which recognizes that a working wife often faces double duty. It is only a short step to recognizing that more and more working husbands also have dual careers. The transition to mixed programs was eased for both teachers and students by the "Bachelors' Home Economics" classes, which are now illegal. Many people have been reluctant to give them up, but they are now being opened to girls, under such titles as Independent Living, or being absorbed into an integrated "Introductory Home Economics."

In many cases, therefore, Home Economic teachers did not perceive New Pioneers as a threat but rather as a welcome reinforcement for what they were already trying to do. The state staff was most supportive, publishing articles in their newsletter, commissioning our first attempt at a filmstrip for their Future Homemakers of America rallies, and even arranging for the New Pioneers Director to speak on "How Sex Bias Can Ruin Your Marriage" at their national convention.

A Home Economics effort would best focus on four areas: a) to enroll more boys in all Home Economics classes in recognition of their increasing roles as husbands and fathers; b) to study directly the changing family and work roles in American Society; c) to encourage girls to recognize the importance of developing a vocational identity in additional to their domestic identity; and d) to recruit boys into child development and child care classes. This last is important not only to increase job options for boys, and to prepare them better to be parents, but also because these boys provide vital role models for young children.

It is clear that teenaged boys cannot easily relate to an occupation they view as "women's work." However, it is both honest and effective to appeal to their interest in people while reinforcing their male identity by inviting them to demonstrate "How many different ways there are to be a man."

The success of the approach seems indicated by an increased male enrollment of about 1,246 the first year and 800 more the second.

d. Distributive Education

Distributive Education has more mixed classes than any other subject area. Therefore, recruitment is not of primary concern to Distributive Education, with the possible exception of Fashion Merchandising, which does tend to be heavily female, and the Petroleum Marketing (service station) programs, which are male.

-Skilled trades lend themselves to partime or self-employment, crucial for a woman who has to carry the entire responsibility for children and home. A woman may find she can make more money working part time as an electrician than full time as a sales clerk, and thus meet her traditional family duties better by taking an untraditional job.

T&I had a female increase of about 700 the first year, with an additional 300 the second year.

f. Agriculture

Although the stereotypical Agriculture teacher may be the most traditional of all, Agriculture teachers seemed to find the inclusion of girls in their programs much easier to accept than the T&I teachers. This may have been because girls had already been coming into the Ornamental Horticulture and Outdoor Recreation and Applied Ecology courses in some numbers, which made it relatively easy for Agriculture teachers to imagine opening all of their programs to them. Or it may be because women have in fact always done farm work. In any case, the Agriculture plan was the only one that gave itself a numerical goal: in the first year, they planned to enroll 1000 more girls. We protested that they might be setting themselves up for failure, but in fact they had 936 more girls the first year, and another 800 the second!

g. Health Occupations

This area is perhaps the least problematic of all. Our Health Occupation Programs are relatively new, and they have made considerable efforts to enroll boys from the beginning. The only places where this seemed difficult was where administrators had begun the program specifically because "we need something for the girls."

Health Occupation put several articles in their newsletter, "Vital Signs", and the Health Occupation chief consultant definitely gets the unofficial prize for the best use of nonsexist language!

However, enrollment is still about 83% female, which makes it appropriate for Health Occupation efforts to focus also on strengthening girls' self-image and their ability to take themselves seriously professionally. There was no significant enrollment change.

h. Business And Office Education

BOE concentrated on recruiting more boys into its programs, but it is the unscientific opinion of the New Pioneers Director that it is harder to teach a boy shorthand than to teach a girl to lay block. Except for personal typing and accounting, the

rigidities of the secretarial profession make it continue to be undesirable to boys, and increasingly so for girls. Real change in this area will not come about until industry takes the lid off, allowing secretaries to move up into management, and begins recognizing the present executive skills of secretaries with appropriate salaries. Paradoxically, these changes will be easier as more men come into the profession - we need to change the direction of the spiral.

Efforts in BOE focused on:

- -Understanding the structure of the profession, and the systemic changes required to improve it.
- -Helping girls to take themselves seriously professionally to develop as independent individuals, and to overcome some of the ways feminine socialization might hold them back.
- -The development of a business and management course, which it was considered would appeal more to boys than the previous offerings, and would open new doors to girls.

Articles on the first two areas ("Only A Secretary?" and "Prepare To Be A Liberated Secretary") were published in the F.B.L.A. Business Leader and the NCBEA Bulletin statewide newsletters, and these articles became the basis for BOE Teacher workshops.

An important spin-off from the BOE articles was a series of workshops for the Department of Public Instruction secretaries, which turned out to be of real value.

First, many secretaries had been suspicious of the New Pioneers program. When they felt included, even championed, their attitudes changed. It's no secret that secretaries have considerable influence on those they work with, and their improved attitude helped us with their consultants. (Not always, though. One outcome of the workshops was some redistribution of office house keeping, which was not always popular!)

A more formal result was the formation of the Professional Office Personnel Committee, which has a variety of goals aimed at improving the status of the clerical staff. The committee has 25 or 30 members and is working on a procedure manual, and investigating the creation of mid-management jobs.

i. Disadvantaged And Handicapped

The consultant for D&H did not prepare a formal plan. However, the special needs of disadvantaged girls were one of the main themes of the New Pioneer project, and were the subject of a slide presentation and teaching module. Here the need was not so much to recruit students as to establish a need in the minds of teachers:

A woman from a culturally or economically disadvantaged background is in a double bind when she looks for a job: untrained in the skilled trades because they are unladylike, unable to get a ladylike job because she is unladylike.

Most specially funded D&H programs are predominantly male. Most disadvantaged girls are taking general academic subjects and Consumer Homemaking, faithfully preparing to be middle class housewives. If they are getting any special attention, the main effort may be to improve their grammar and manners to fit them for a ladylike job which may pay very poorly. How much better if they were learning a skilled craft, which would let them make enough to keep bread on the table, keep their families together, and stay off welfare. If they choose, they can get to be middle class on their own time.

4. SUMMARY OF STATE LEVEL EFFORTS

The strategy within the state agency was to combine individual written plans by each program area, with a steady but not heavy diet of presentations at staff meetings and conferences. After two years, most state consultants seem to feel that the biggest impact of the New Pioneers Program for them has been one of awareness, rather than actual changes in procedures. It is our feeling that they may have changed their procedures and their approach more than they realize. In any case, they are now quick to recognize the stereotypes, and have reached the point where they are outraged when they see stereotypic materials produced by other divisions in the agency. They have accepted that sex stereotyping is a genuine and interesting problem, and when the occasion arises, they do something about it.

$4\frac{3}{8} \times 4\frac{1}{2}$

C. WORKING WITH THE LOCAL DIRECTORS

The second major access point of the Occupational Education structure was the fact that every LEA in the state has an Occupational Education Director or Planner. This provides a built-in network of local contact which has no counterpart in any other part of the agency. Further, a major part of the Local Directors' job is to prepare an annual plan to be submitted to the federal government as part of the state plan for vocational education. This means that they are experienced planners, and that they are in the habit of looking to Raleigh for guidance. Although we cannot tell them what to do (except in cases of legal requirements) they are responsive. The Local Directors meet monthly in regional meetings, so that they are easily accessible. The existence of this network is the reason why New Pioneers had a wide impact.

1. GETTING ACQUAINTED AND ESTABLISHING NEEDS

In the fall of 1974, we made a round of all eight of the regional Local Directors' Meetings, explaining the goals of the New Pioneers Program, and passing out the same two memos that had been distributed among the State Consultants. These meetings also demonstrated that the "simple strategies approach" wasn't going to work. Over and over, came the questions, courteous but definite. They feared that girls might be enrolled in vocational programs when they weren't really interested, just to meet quotas. They protested that the presence of girls would cause discipline problems, that teachers wouldn't have time to give them the extra help they would surely need, that they would be taking places from deserving boys who would really use the training, or that there was no point to all of this because girls weren't interested anyway. Most of their remarks focused on pioneering girls - they were likely to dismiss the idea of pioneering boys as unthreatening but implausible. "You may get a few girls in Auto Mechanics or Carpentry, but you'll never get a boy in Home Economics!" Many people saw problems of sex stereotypes as being societywide, and didn't see why vocational educators should carry the whole load. On the other hand, there were others who were proud that vocational education was taking the lead in a progressive area, and there were always a few who were delighted with the whole program, and said that something like this should have been done long ago. Eventually, in every group, the deeper issues were raised: What will this do to family structure? Does this mean we're all going to be alike? Clearly, our snappy practical strategies were turning out to be a little like shooting a lion with a cap pistol.

It was in this first round of meetings, that the three themes that seemed to strike a positive response with vocational educators began to surface:

a. The importance of lifetime planning
b. Options for everyone
c. The special needs of disadvantaged girls

During the first week of the project a local paper ran an article about a young woman on welfare, her inability to find a decent paying job, and her comment that though she had grown up on welfare, she had never expected this to happen to her. She had always thought everything would be all right after she got married. This story illustrated the need for lifetime planning for both boys and girls and that the disadvantaged suffer especially under stereotypes. It rang a bell with the Local Directors as humanists, as educators, and as taxpayers, and got them thinking in a new way about women's vocational needs. Why boys would enjoy girls' programs, or why girls would enjoy boys' programs, were also fruitful topics and served to re-emphasize that we were aiming to open new horizons, not coerce students to meet a quota. (For an elaboration of the "Three Themes," see Appendix A).

Based on these meetings, we concluded that three things were needed before the Local Directors could be effective:

-A method by which the Local Directors, independent of the New Pioneers Staff, could explain what sex bias is, where it comes from, how you know it when you see it, and how it hurts children. Whatever we developed had to be suitable for all teachers, not just vocational teachers, because the Local Directors insisted that they would never succeed in attracting nontraditional students into their classes unless they had the support of the whole school.
-Specific suggestions for local activities to reduce bias.
-A small group of LEAs that would work with us to help develop these things before we took them back to the entire group.

2. THE PILOT UNITS

In December there was a statewide meeting of Local Directors. At this meeting we asked for volunteers to act as pilots for the New Pioneers Project. We explained that they would be establishing a model for the rest of the state, and promised that each one would have at least two days of consultant service from the New Pioneers director.

We hoped for 10 volunteers - to our delight, there were seventeen! We discovered later that the pilots volunteered for quite a collection of reasons. Some genuinely thought it sounded interesting, one knew his superintendent loved being experimental, some wanted the extra staff help for something they suspected they'd eventually have to do anyway, and one conservatively reckoned that if models were being established, he'd rather establish the model to be imposed on others, than have others' imposed on him.

The involvement of the pilot Local Directors included individual planning sessions, field testing the filmstrip, implementing their plans and sharing their progress with fellow Local Directors, and sending a representative to the Summer Training Institution.

We visited each at least twice for planning and at least one other activity, such as making a presentation to the high school faculty, meeting with the central office staff or the principals' meeting, meeting with the guidance counselors, or speaking to the student Career Day.

Evaluating The Pilot Process:

Working with the pilot units was valuable simply because it gave us a place to start. Ten units, representing all geographic areas, large and small, urban and rural, were willing to give it a try. And a real vote of thanks goes to them all, even though they did not all, in the end, do a great deal with it. Of the ten involved, two in effect dropped out, three did relatively little beyond our visits, three did undertake some further activities, and two really got involved. By the second year of the program, several other LEAs working on their own had done more than some of the pilots.

The main difference between our "Pilot Project" and others that we read about is that our pilots were only a little ahead of the other LEAs. We did not try to complete a full cycle and evaluate results before moving to the rest of the state, but simply used the pilots as forerunners.

The Local Directors' successes or failures and their practical reactions to our suggestions gave us the credibility of being able to quote "real people." "In Shelby City they're doing so-and-so" was a much stronger statement than "Why don't you do so-and-so." In other words, the pilots gave us experience.

3. PREPARING AND FIELD TESTING THE FILMSTRIP, "I'M GLAD I'M A SHE, I'M GLAD I'M A HE"

In response to the Local Directors' need for an independent way of explaining sex bias, we commissioned a slide show in December 1974, to be prepared by two women who had worked with Lollipop Power, the feminist press in Chapel Hill. (See Appendix B for the narration).

The slide show was field tested primarily at the Local Directors' meetings, at faculty meetings in the pilot units, and other events like NCAE and School Boards Association meetings. At each we used an evaluation, which asked the viewer to express their feelings about the words and pictures in the presentation. We showed it and changed it, showed it and changed it -- this process was one of the most fascinating parts of the entire New Pioneers Project.

The presentation had one grave fault, and no other audience in the world could have pointed it out so convincingly. The Local Directors, almost all of whom are male, let us know in no uncertain terms that they considered it biased against men. At first this

reaction puzzled us, as we knew there was no hostile statement in the presentation. But many felt it implied that sex bias was their fault, that men were consciously trying to put women down, or that men's life was all roses. True, there was nothing that attacked men, but neither was there anything which recognized that men have suffered real losses as a direct result of stereotypes.

Other objections included many requests for topics to be added, or comments about certain phrases that were disconcerting. We had made a concerted effort to make sure that the pictures we used were racially balanced, but one Black person pointed out that there were no Black authority figures. We noticed ourselves that we had no pictures of Indians. The week before the Indian slides were developed, we showed the presentation in Hoke County. In the audience was a member of the State Board of Education, Earl Oxendine, a Lumbee Indian. Afterwards he came up to say, "I wish that once, just once, there would be just one picture of one little Indian child in a State Department presentation." Sigh. At least we could tell him that they were on their way.

After each showing, we changed both script and slides to meet the criticisms. Slowly, there were fewer and fewer comments that it was biased against men, until the day when one said in astonishment, "I'm amazed to see there's so much about men in here. It's terrific!" (It is still not 50/50 -- maybe 60/40.) Meeting all the objections made the presentation longer than we expected, and in its final form it runs 24 minutes. But we did get to the point that audiences began to leave with comments such as, "I never thought of it that way" rather than "I'm sure you believe in what you're doing, but I can't go along with it."

We had wanted to produce one slide show for each of the eight areas, and keep two for our own use. We discovered that this would cost a little over $400. It was suggested to us that we check into making filmstrips instead. A filmstrip sounds expensive, because the first copy costs about $450. After that, however, individual filmstrips are only about $2. We decided to spend the extra and go for quantity, and ran into a major snag: copyright problems. The original slide show was full of pictures taken from magazines and textbooks - permissable for a single presentation, but not for reproducing in quantity. Linda Mull Powell spent hours on the phone with publishers' representatives, but we had to leave out many of the most effective textbook shots, and reshoot the magazine pictures with live models.

We spent approximately $750 for 100 filmstrips plus their cassette tapes. A year later, we ordered another 100, which meant that all told we had 200 filmstrips for less than $1000. Since then, we have distributed it all over North Carolina, and lent it to many places outside the state. Several places have copied it for their own use, some changing the narration so that it will have less of a North Carolina slant.

Evaluation of filmstrip:

Preparing this filmstrip turned out to be a lot more work and took a lot longer (about ten months), than expected, but it was worth it. We rejected other filmstrips we previewed because of 1) all male narration 2) harsh female narration 3) not enough focus on schools 4) not "starting at the beginning" with an explanation of bias 5) not enough attention to how bias hurts men. Although ours is not a slick production, we believe it does solve these problems.

As a strategy, something of this sort is essential. The problems of sex bias are so complex that it is unrealistic to expect others to be able to explain it without some help. We packaged the strip with suggestions on how to present it and how to field questions during the discussion period, so that it would be usable independent of the project staff. (Appendix B).

Although we designed the filmstrip for use with a general faculty meeting, our summer trainees reported it was widely used with students, and some of them found themselves in considerable demand to show it at church and community groups.

4. THE LOCAL SEX BIAS PLANS

At the second round of Local Directors' Meetings, we announced who the ten pilot units were, and explained we would be helping each one work out a plan for reducing sex bias in their unit. We then said that we hoped that every Local Director would prepare such a plan, and that they could call on either us, or the pilot Local Director in their area, for help and advice. We then passed out a rather crude outline of what a plan might contain, and went over each of the major areas in it.

Over the spring and summer 83 local plans were turned in, out of the 148 units. As they had not been compulsory, we considered this a very satisfactory return. We evaluated each one, and wrote a short comment on it, which was returned to the Local Director by way of their Area Director.

The next year, not quite understanding the magnitude of what we were proposing, we said that we would prefer to have individual meetings with each Local Director. By this time, we had some units that had done a great deal, while others had done nothing at all. A group presentation seemed unlikely to be appropriate to more than a few.

These meetings occupied most of the spring of 1976, but they were probably the best investment of time that we made. We did not have to travel to 143 individual LEAs, but in most cases were able to piggyback on the conferences held by the field support staff to review the federally required local plans for vocational education. This meant that the Local Directors came to a central place, and the project director met with them for an hour or more each, reaching four to six a day.

We learned something important about human nature in these meetings. Despite the probing questions asked in the group meetings, the Local Directors had received the New Pioneers Program considerably better than expected. We wondered whether they might be inhibited from telling their true feelings in a group situation, and thought perhaps when we met individually that then we would get all the bad news they had been holding back. It turned out that the opposite was the case. They had laid out most of their negative feelings in the group meetings, because these represented real concerns to which they needed answers. But their positive feelings usually came in the form of little, apparently trivial, anecdotes, and they weren't willing to take their colleagues' time for that.

In one-on-one meetings, they took the chance to swap stories. All over the state, Local Directors told about shop teachers who had vehemently protested at having to accept girls in their programs, and who new wouldn't go back to the old way for anything. They told about Home Economics teachers who were amazed at boys' enthusiasm over making their own clothes. The teachers who had been afraid of discipline problems were the ones who said everybody behaved better now. The ones who said girls could never do the work, were the ones who went overboard and said they were better than the boys. Although there were a few stories of students who enrolled in courses for frivolous reasons, or who couldn't take the pioneering role, most did just fine. Getting a little suspicious of all this sweetness and light, we probed to see if there wasn't a darker side to the coin. But it turned out that for the most part, the Local Directors were really pleased with their efforts to reduce sex stereotyping in their units. In fact, they were having a lot of fun with it.

Many seemed fascinated with the idea of stereotyping, and the conscious and unconscious ways that we all perpetuate it. They delighted in their new awareness. One Carpentry teacher told of the day that he had greeted his class, which included two girls, "All right now, you girls fix up the bulletin board, and you guys get outside and unload the truck." The girls protested. The teacher said, "But who will fix my bulletin board?" Two boys volunteered, and the girls helped unload the truck. All the work got done, everybody was happy, and the teacher learned a lesson. But the thing that was most striking about this story was the way he told it. He wasn't heaping ashes on his head with guilt, he was delighted to have gained a new insight. And he told the story as though he were giving a present. Which he was.

Not everyone was enthusiastic. But those who had done lots the past year were full of plans of what they'd like to do next. Those who had done a little were beginning to get into the possibilities. Those who had done nothing were, for the most part, ready to start. Some gave an hour's worth of "uh huh's," and then handed in a xerox of someone else's plan, or refused to turn in a plan at all. But they were in the minority.

Evaluating the local planning process:
The technique of meeting with Local Directors first in groups and then individually worked well, though a larger staff would have made the individual meetings easier.

As with the various program areas on the state staff, what a Local Director actually did with their plan after they had written it ranged from a detailed organized effort to "file 13." Nevertheless, as with the state level plans, it was clear that the process itself of thinking through and writing the plan had had a considerable impact on the people involved. Even those who had not written plans had frequently had some success in opening their programs. Nearly all had attended to such basics as making public announcements that all classrooms were open, changing course titles or rewriting their course descriptions.

The success of the local planning efforts was due in part to the willingness of the Area Directors to urge the Local Directors to get involved, and to follow up. The question was raised as to whether the plan should have been compulsory. Possibly some states would want to do it this way in order to make sure that everyone had the same responsibilities. Yet there was wide variance in the Local Directors' readiness to accept the program. One certainly could make the argument that not pushing too hard at first saved us a lot of hostility. The second year we try to get a plan from those who had not done one, and an update from those who had. We did not meet that goal, but did raise the number to 126 (87% of the total).

We kept the sex bias plan separate from the regular local plan this second year as it was impossible to meet personally with every Local Director in time to meet the deadlines for their regular plans. However, many Local Directors found it distracting to have it separate, or resented the fact that it was not required of everyone.

This year (1976-77) sex bias will be addressed directly in the regular plan, in two ways: the Local Director must assure that there is an affirmative action plan dealing with sex, race, handicaps, etc. on file in their superintendent's office, and must answer a question, "How does the local educational agency ensure that enrollment in occupational education programs eliminates discriminations (sex, ethnic origin, handicapping conditions, etc.)?" The responsibility is now shifted to regular Occupational staff, which should assure that eliminating sex bias is seen as a basic part of the work of Occupational Education, and no longer a special project that might go away if we just wait long enough.

5. FORMAT AND CONTENTS OF THE PLANS

There was no specific required format. We told each Local Director that we were perfectly willing to work with whatever was comfortable for them. However, we did suggest six categories

of things to think about for each objective. The six were: assessment of problem or opportunity, goal, strategies, by whom, target date, and evaluation. Most Local Directors reduced these categories to three columns. Their first column was "goal", or "objective", which usually included a target date. The second column was "strategy" or "activity" and usually indicated who would be responsible. The third column was the evaluation. This simplified format is the one we now recommend.

a. Enrollment Data

We urged each Local Director to collect their data before they started, in order to find out where they stood. Some found that their programs were already more mixed than they had suspected. Other were shocked to find out how segregated they were. We urged that Local Directors not set numerical goals, unless they happened to really like numbers. We suggested that if they did want to set a numerical goal that they tally the number of classes which were 100% or 90% one sex, and try to reduce this number. It was our feeling that one or two students venturing into a program that had been exclusively for the opposite sex were more significant as pioneers than five or six added to a class that was already somewhat mixed. Therefore, absolute numbers seemed meaningless. This approach turned out to be a good one, not only for the arguments just suggested, but also because of the Local Directors' extreme sensitivity to what they called a "quotas game": enrolling students just to make the numbers look good. Many were visibly relieved to be told from the outset that they were not expected to do that.

b. Facilities

This is one of the areas directly addressed by Title IX. In our first year with New Pioneers we heard a great deal about facilities problems, but these did not turn out to be major in very many places. Basically, attention to facilities simply meant that a school could no longer use the absence of facilities as an excuse for not opening its class. In some cases, the building of a new high school or a new vocational building eliminated the problem. Schools that suffered from having only one rest room solved the problem either by letting the students take turns, stand guard for each other, or by letting the girls go back to the main building. In one case it developed that the problem had not been unequal facilities, but that the shop building had no toilet facilities at all. It had been customary to simply let the boys go behind a bush, but the teacher was uncomfortable about letting the girls do this. (A new building solved his problem.) In two cases we found a reluctance to allow girls to use the vocational program, because these were housed in a separate building in a rough part of town. However, in both cases, the Local Director simply decided that the precautions he had already taken for the safety of his male students would be adequate for his females. The one case we heard of where

facilities discriminated against boys was a Home Economics class in which there were some boys who could not get their knees under the sewing machines.

c. Teacher Attitudes

The two most important areas of effort were teacher and student attitudes. Most Local Directors felt that they should begin by informing their teachers about the contents of Title IX. We urged that they spend no longer than necessary on this, as dwelling on the law frequently produced a defensive reaction. Most teachers did not need to be bludgeoned by a hardline approach. However, most did need to know their responsibilities and rights, and most Local Directors felt they did have one or two recalcitrant folk, for whom the most effective strategy might be to drop by the shop or the classroom one day and say, "I know how you feel, and maybe I even agree with you, but it's against the law."

Attitude Assessment: Many Local Directors who wrote plans the first year thought that they would begin their program by assessing their teachers' attitudes. Many planned to administer questionnaires. In the event, very few carried out this particular strategy. Though it sounded good on paper, when time came to do it, most pulled back, either because they felt that their teachers would resent a formal attitude assessment, or because they weren't sure what they would do with the results. Those few who did administer an instrument usually ended up with a stack of papers on the corner of their desks that they were going to tabulate someday. We don't have a lot of faith in someday, and we now only recommend a formal attitude assessment in connection with a formal course.

Informal attitude assessment was important, and could be handled easily in any staff meeting. The Local Director simply informed their teachers generally about the goals of the New Pioneers Program, and asked them how they felt about it. In most cases, the Local Directors knew their people well enough that they could identify pretty quickly who was enthusiastic, and who was sitting silent with jaw set.

Inservice Training: Giving teachers opportunity to learn about and discuss the implications of sex stereotypes is the single most important activity of all.

The simplest method was to use the filmstrip, "I'm Glad I'm A A she! I'm Glad I'm A He!" either with a meeting of occupational teachers, or with an entire faculty. Many of the LEAs that sent a representative to the summer training institutes arranged to have it shown at the faculty meeting of every school in the unit.

More depth and discussion was possible in a two-or-three hour workshop. Such a session was often the first step for an LEA beginning to take sex bias seriously. Many LEAs held such workshops, conducted by the New Pioneers director, the Title IX technical

assistance staff from the state agency or the General Assistance Center from East Carolina University, or sometimes by a local teacher. A 2-hour session is long enough to let teachers understand the problem and arouse interest - it makes a good beginning.

The best way for teachers to get involved with the New Pioneers Program was to give them an opportunity to spend enough time with the subject to get certificate renewal credit. Making use of the training offered in our Summer Institutes, some units gave as much as thirty contact hours, worth three credits to teachers. This program will be described in more detail later.

Whether the inservice experience be two or twenty hours, it should contain two elements. First, teachers should be given information on the nature and impact of sex stereotyping and sex bias. Second, they should be given some opportunity to discuss and share their reactions to the information they have received.

The order of things is important: information first, discussion second. Giving in to a democratic impulse and beginning by asking for opinions leaves you open to (a) diatribes against The Federal Government or women or men or (b) a series of personal anecdotes which tend to reinforce previously held stereotypes.

On the other hand, making a presentation or showing the filmstrip without allowing time for discussion is likely to leave frustration hanging in the air. The filmstrip does raise questions, and people need a chance to react. It is not necessary for the person conducting the session to be an expert, but simply to moderate the discussion. We found that any question raised by one person would be responded to by another, satisfyingly or provocatively. If time limitations forced us to cut out the discussion, we always urged follow-up sessions, or at least faculty lounge and lunch room conversation.

d. Instructional Materials - Published and Unpublished

Local Directors were frustrated by their efforts to review their published teaching materials for sex bias, finding them predictably stereotyped, with very little new material available. However, they did plan to be conscious of sex bias when they purchased new material. Examining texts did serve two useful purposes, however. In subjects where teachers thought they had "no problem," an analysis showed, for example, that while employees might be equally male and female, bosses were overwhelmingly male. More important, analyzing books gave an opportunity for all teachers to discuss, not how to get new books, but how to teach creatively out of the ones they had. We encouraged teachers to talk openly about the stereotypes with their students, saying something like, "This book has no pictures of women (or men) in it, but don't let that worry you. Women (or men) are coming into this field, and this just isn't an accurate picture anymore. Otherwise, it's a fine book." One teacher planned to xerox pictures of a woman mechanic, for the kids to paste into the flyleaf of their books. This approach seemed preferable to simply hoping they wouldn't notice.

With unpublished materials, the Local Directors simply examined materials that were actually produced in the schools for sex biased language, pictures, or implications, and planned to redo them for next year.

e. Curriculum Development

Very few curricular changes were made in the first year. The general feeling was that if a student wanted to take the course, they had to do the work, and no adaptations would be made. In most cases we agreed that this was appropriate, at this early stage. However, as teacher awareness increases and as it becomes clearer that direct intervention is needed with students, development of teaching modules will likely get more attention, not only in the exploratory programs and Home Economics, but as part of career preparation in all fields. In fact, it would make a lot of sense to have someone at the state level working on curriculum from the beginning, developing a variety of units that could fit into many programs.

f. Students Attitudes

In the first year, many units focused almost entirely on teacher attitudes, expecting attention to student attitudes to be a natural outgrowth of teachers' new awareness. By the second year there seemed to be an increasing sense that a planned program would be necessary.

First, many students seemed more conservative in their thinking than their teachers. This came as a great surprise to the teachers, who tended to assume that the students were the liberated ones, and if the teachers just didn't fight them too hard, the kids would take care of it. Long hair on boys and new attitudes about sexual activity tended to obscure the fact that students had spent a lifetime absorbing the messages of TV ads and school textbooks, and they had no reason not to believe the stereotypes. Teachers, on the other hand, had had enough years in the real world to know better.

Second, teachers were becoming increasingly aware that many students were receiving very conflicting messages about sex roles, and badly needed some time to talk about it. If nothing more, they needed to know that they weren't the only ones who were confused. If TV ads insist that women are people obsessed with "ring around the collar", and then here comes Bionic Woman, what's a person to think?

Many vocational directors were frustrated by the fact that they felt students' attitudes were formed before they ever got to any vocational classes. They began seriously looking for some sort of organized cooperation from the elementary teachers, the academic teachers, and the guidance counselors. There was a growing feeling that every child, not just vocational students,

needed some time to talk about how sex roles are changing in America today, and to learn to recognize sex bias. There was also the feeling that it was not necessary to tell children what they should think, but simply give them the tools to make up their own minds.

Further, there was increasing realization that there was no one single age at which these discussions should be held, because students' concerns varied so widely, depending on other types of development.

For instance, the middle grades exploratory programs were sometimes seen as the answer. "Middle Grades will take care of it." In those schools that had a full exploratory program in which nearly all students in seventh and eighth grade moved in mixed groups through all fifteen occupational clusters, there was general consensus that students did feel freer to "pioneer" in high school.

However, not even this was enough. A seventh grader could be the most liberated creature in the world, but let them develop physically, and they need some quick answers about what it means to be male or female. Stereotypes seem to provide the answers.

There was no consensus as to the best place for programs on sex bias to be located, but some of the suggestions were: Homeroom classes, if the school had homerooms that were long enough to be substantive. Group guidance classes, if there were any. Language Arts classes and Social Studies classes were also seen as good areas, but, of course, these required cooperation from academic teachers, which not every vocational director could command. There was also increasing support for giving students already enrolled in vocational classes opportunity to discuss changing work and family roles.

One Local Director put it this way: "I have a senior class of Carpentry students, all boys. There will never be a girl in this group, because they are about to graduate. But I still think they should talk about women in Carpentry."

"Why?"

"Because whether I like it or not, women are coming into the trade. What happens to one of my boys when he goes on a job, works alongside a woman, and she gets made foreman? I'm not sure they could handle it."

Thinking about it further, he also decided that his boys might help or hinder a wife or girlfriend from pursuing a well paid job and would almost surely feel threatened if their working wives expected them to do their share at home.

This man opened up our thinking, as we had previously been focusing more on encouraging pioneering students to enroll in new courses. He pointed out that even in a traditionally-enrolled, single-sex class, there were still some sound reasons for discussing sex bias.

"All I'm trying to do is save these guys a little grief in the future," he said.

Assessing student attitudes:

Although Local Directors felt more comfortable with the idea of giving students formal attitude assessment questionnaires than they did giving such questionnaires to teachers, this strategy was still generally rejected as involving too much paper. The best approach seemed to be to use a very short simple instrument, which would then be used as the basis of discussion, rather than collected and tabulated.

For example, give students a list of jobs, and ask them to check whether these jobs should be done by men or women or anyone. That would only take five minutes, but the ensuing discussion might last the whole class. Another popular though less directly vocational instrument was to ask boys and girls to write a list of items beginning, "Because I am a boy I must....", or "Because I am a boy, I would not....", or "Because I am a girl, I must....", and "Because I am a girl, I would not....". This instrument gets into more generally cultural items as well as vocational choices.

One Local Director did administer longer questionnaires both to students and teachers, and he said he was glad he had done it, because it convinced his teachers how conservative his students were. A student-conducted poll of the attitudes of classmates, faculty and parents might make a good club project.

g. Youth Clubs

Very little work was done at the local level during the first year to involve youth clubs in positive action to reduce sex stereotyping and bias. Yet this was the area that seemed to be getting most attention for the future. Possible youth club activities which had either been carried out in isolated instances or which were being discussed for the future centered around involving youth clubs in the process of informing younger students about the school's vocational offerings. One unit turned the whole information aspect of preregistration over to the students (bookkeeping remained a faculty responsibility). Another school sent a team of a boy and girl around to homerooms to explain each vocational area. In another school, which had no girls enrolled in Carpentry, the boys made a point of saying to the younger classes, "We don't have any girls in Carpentry here, but they do over in Burke County, and if they can do it, so can we! So come on, girls, sign up!"

One Home Economics teacher expressed interest in having her FHA club undertake an examination of the entire school for evidence of sex bias, and then publish the results. Another was debating having her students do a research project on men's work and women's work in different countries.

Involvement of students is probably the only way to overcome peer pressure, one of the strongest pressures against breaking sex stereotypes in vocational education. If a girl fears her boy friend will regard her as unfeminine for taking Masonry, she's likely to check into Home Economics. And one girl who wanted to take Carpentry reported that it was okay with all the adults in her school and home, it was okay with her boy friend, but her girl friends talked her out of it.

Considerable attention was given to making sure that youth clubs did not themselves discriminate. When the youth club was identical with the enrollment of class, of course this was not a problem. But in youth clubs that function outside the class structure, it sometimes was. One FFA Chapter was extremely reluctant to admit girls to their contests, because they feared that girls would not do well in competition with other schools. When they discovered that some girls did well and others did not, just like boys, they decided that the ability to judge land and livestock was not a sex-linked characteristic. Although there was some reluctance to give up the stag party or pajama party atmosphere that had reigned in the single sex clubs, this did not really seem to be a big problem. It was interesting, in light of the recent brouhaha about mother-daughter, father-son banquets, that at least two Local Directors mentioned that their schools had already decided to make these "parent-student" banquets. These had been the students' decisions, based on the feeling that some parents were getting left out.

h. Preregistration Procedures

Local Directors investigated whether there were any institutional or personal barriers keeping students from enrolling in a nontraditional course, often feeling rather cloak-and-daggerish as they did so. An example of an institutional bottleneck was the school that gave vocational information out in single sex gym classes. If the barrier was a person, the problem was sometimes solved simply by having the Local Director pay a call on the principal, the teacher or guidance counselor involved.

(i) Interest Inventories. Bias in interest inventories is an important problem which has been discussed a good deal in the literature. Certainly an instrument that lists half as many jobs for girls as for boys is pernicious. However, this item did not get a great deal of attention. Most Local Directors were content to pass an article on sex bias in interest inventories on to their guidance department.

(ii) Course Descriptions and Brochures. Most Local Directors did get their course descriptions rewritten or at least examined during the first year. Some simply rewrote them to be neutral ("This course is for students who...."), but we urged them to include the direct statement, "This course is for boys and girls:", or "This occupation is for women and men", in order to reassure a student who was uncertain whether or not they would be welcome. They also worked to eliminate the impersonal "he", either by writing everything in the plural, or by leaving out pronouns entirely. Again, we urged that they use the construction "she and he" at least once, as an affirmative action. A few schools which had Graphics Departments included drawings or photographs of men and women working together at the same job.

(iii) "Recruitment" Efforts

"Recruitment" turned out to be an unfortunate word. Many Local Directors felt that recruiting equaled coercing, and they would have preferred some term such as "information", or simply "preregistration."

However, once we got past the word problems, this was one of the areas where efforts undertaken for the New Pioneers Program seemed to have a happy spinoff for the whole vocational program. In effect, Local Directors were saying that when they informed girls about Carpentry, they did a better job of informing boys about Carpentry. And the same for boys being informed about the girls' programs. In other words, in many LEAs there had not been any organized program for informing students about vocational offerings. Students signed up for the only course they knew anything about because their older brother or sister had taken it. Many made decisions based on many types of stereotypes -- that vocational courses were only for "dumb guys," for instance. Even those who did not sign up for any vocational courses began to respect the program more when they knew more about it. Several Local Directors said that the new efforts at information had actually led to a better quality of student. "They're all the same students, but now they're in the courses that they are really interested in. We don't have so many who lose interest in October."

(iv) Posters turned out to be a popular and easy strategy. Some schools had posters printed, or made by senior high vocational classes, to post in the halls of the junior high schools. More creative were the schools who held poster contests in the junior highs. This meant that the students who were making the decisions were also making the posters. They used themes such as: "Women's Work? Men's Work?" Some of the results were truly delightful.

(v) Films and other guidance materials are becoming increasingly available on the subject of sex stereotyping. Many Local Directors were prepared to make considerable financial investment in such materials.

(vi) Career Days provide a wonderful opportunity for encouraging students to consider all programs and to show off your pioneering students. One program held in a downtown mall included a bricklaying exhibition by two girls, and they were the hit of the show.

(vii) Speakers proved to be the best strategy of all. Some of the speakers were authorities on the subject of sex bias, either from the New Pioneers staff or from a local college or university. More commonly Local Directors asked pioneering workers, both men and women, to visit the schools, talk about their jobs, how they got them, how they liked them, what it was like getting along in a man's, or a woman's, world. This strategy addresses the whole question of role models, and is of crucial importance. Students of both sexes need to look at a woman who is a mechanic and see she's still female, or look at a man who is a nurse and see he is still male. If live bodies are not locally available, pictures and newspaper clippings are a lot better than nothing. However, it turned out that nontraditional workers were a lot easier to find than anyone expected. It appears that there have always been people working outside the stereotypes, but in times past, they did not advertise themselves. These people are for the most part quite pleased to discover that they are now regarded as valuable resources!

i. Advisory Councils

Efforts here focused on making sure that advisory councils on the local level contained both male and female members, and trying to gain help from advisory councils in promoting equality of the sexes in the business world. Although several plans included such strategies, apparently there was not much activity in this area.

j. Job Placement

Few pioneering students have yet graduated from vocational programs. Vocational Directors recognized that they will have an obligation to their students to give them strong backing when they do go job hunting, but quite honestly, few expect this to be a big problem.

Indeed, their confidence in this area was a major factor in encouraging us to drop the "employment barriers" portion of the original proposal. Their reasoning was: a) Large industry must respond to federal affirmative action requirements. Some reported actual requests for trained minorities and women. b) Small local employers respect our endorsement of a student's capabilities; and c) Attitudes are changing fast, anyway.

k. Parental Objections

This question was raised often by Local Directors at the beginning of the program, but to our knowledge did not really materialize. No Local Director did anything organized about it, such as sending home letters explaining the program. Any objections that did come in were handled individually and casually.

"What are you doing teaching my son to cook?"
"So he can get along when his wife is in the hospital having a baby."
"Oh. Well, OK."

l. Community Public Relations

This area turned out to be one of the most pleasant. Local Directors discovered that one phone call to a local Features Editor would bring a reporter and a photographer eager to take pictures of boys and girls working together in Home Economics labs or on live projects in Horticulture and Automotive Mechanics. This seemed an especially positive approach to the legally required announcements of nondiscrimination. Many Local Directors showed off fine articles that covered a half a page and sometimes even a whole page in the local paper. They were delighted, because they saw these features as being excellent publicity for their whole vocational program, not simply for the pioneering students. One Local Director said he had been promised a series, with a weekly article on each of his program areas.

Civic clubs and church groups also proved eager audiences, especially later in the program when our trainees were beginning to develop local reputations.

D. INSERVICE TRAINING

1. TRAINING TRAINERS

a. Planning the Summer Institute.

In the course of the first year, it became clear that our one or two hour sessions were useful to inform teachers of what we meant by sex bias, and to arouse interest. They were not enough to motivate a sustained effort. We needed more time, preferably spread over several weeks. Because an understanding of sex bias may require profound changes in attitudes and assumptions, people need percolation time. They need to hear a little bit, go home and listen to their three-year-old differently, and come back and swap stories. Then hear a little more, go to the classroom and listen to their sixth graders differently, and come back together again.

This need led us to another major point of access in the system; North Carolina's requirement that teachers must have a certain number of continuing education credits in order to get their certificates renewed. A ten or twenty hour renewal credit course could give teachers the time they needed to absorb these new ideas, and a cohort of colleagues who had been through the same experience, and could help them sustain their efforts for change. However, with a hundred and forty-eight school systems and only one consultant on the project, it was clear that we could not conduct very many such courses ourselves. Perhaps we could bring the teachers to us.

Two women, Miriam Slifkin and Kim Westsmith, had conducted such a course in the Chapel Hill school system. They were anxious to make their course available statewide, and so we worked with them to develop a proposal to be submitted to foundations. When it became clear that this effort was not going to succeed, we gave up, not having sufficient funds in the New Pioneers budget to hold a large central workshop. At this point a good genie, in the shape of Jesse Clemmons, our Project Director in the Occupational Research Unit, suggested that funds might be available out of the Occupational Staff Development monies. This proved to be the case, and with Kim and Miriam acting as consultants, we began to plan a training institute.

In order to have the widest possible impact, we decided not to admit individuals, but would accept nominations from any LEA which wanted to give a course on sex bias in education to other teachers. This meant that by training one person, another twenty or thirty could get credit. It also meant that each LEA would have its own resource person, which would give the LEA control over how the program was conducted.

We sent a memo to all LEAs, explaining the program, outlining the contents of the course, and inviting them to nominate any vocationally funded person to represent their unit. (See Appendix C.) We also asked them to sign a statement confirming that they did plan to offer the course.

The previous October, when we had held a day and a half workshop for guidance counselors, we had trouble getting eighty-five units represented, though there were no requirements for follow-up at all. We therefore expected that filling the course would be our greatest problem. Although we arranged funding for forty, twenty was our actual goal. Imagine our astonishment when some sixty-five applications came in! We ended up with forty vocationally funded teachers, and six additional individuals whose expenses were paid by their local units.

Three weeks before the course began, we sent individual teachers notification of their acceptance at the institute, with a description of the program and several preliminary materials, including statistics on women workers and the Bem article, "Training the Woman to Know Her Place."*

b. Structure Of The Institute

When we asked local units to sign the statement that they would offer a course, we did not specify what we meant by "a course". This was partly because we did not want to scare them off, and partly because we truly did not know what patterns of organization would be most effective. However, we designed our training institute on a twenty hour, ten meeting model.

The Summer Institute lasted five days, so we decided that each morning and afternoon would represent one of the ten units of the course. We divided each half day into a basic two-hour session, corresponding directly to the two-hour session our people would teach at home, plus an additional one-hour supplementary session to be used reviewing materials, discussing techniques for handling tough questions, etc.

The evenings were full too. Recognizing that many of our trainees might be put into the difficult position of having to cope with resistance or hostility alone in their home units, we spent the first evening with a special program on assertiveness training, which was supplemented by optional practice sessions between five and six each subsequent afternoon. Other evening sessions included a speech on the relationship between race and sex discrimination by Dr. Elizabeth Duncan Koontz, one night in which people were asked to watch television or go to the movies and report on sex stereotyping, and one film festival.

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*Bem, Sandra L. and Bem, Daryl J. TRAINING THE WOMAN TO KNOW HER PLACE. Department of Psychology, Stanford, California, 1970.

c. Training Materials - The Black Book

Assuming that our teachers were probably unfamiliar with sex bias, we wanted them to have the security of having each presentation entirely down on paper, though we hoped they would not simply read a lecture to their classes. Therefore, for each of the ten sessions (See Appendix C), we had all of the material written out in prose, plus an outline to be used as speech notes, discussion questions, exercises, or other suggestions for presentations. This freed our conference participants from having to take notes, and allowed them simply to take part in the discussion as their own students would.

d. Conducting The Institute

Substantively the sessions went beautifully. The participants were lively and responded eagerly. However, despite the information packet that we sent out ahead of time, several had not been aware before coming to Raleigh that they were committed to teach a course when they got back to their home units. Some did not even know what our workshop was about, but had been simply been told by their Superintendent to show up.

By Wednesday, the emotional climate of the conference was highly charged. Exhilaration, apprehension, and exhaustion all seemed to be in the air. We needed some information on how our forty-six were really feeling, and whether their needs were being met. Therefore, Thursday morning at the beginning of the first session, we asked them to write a letter, and tell how they were feeling, putting down whatever they might say if we could sit down together on a sofa in the lobby and talk over, "How is it going for you?" We asked them to sign it.

Encouraging this highly subjective and personal communication turned out to be the best possible strategy. We had been evaluating each lesson, with a standard form in which teachers checked "one" through "five", "valuable" or "not valuable", but this form is impersonal. The letters let the teachers express themselves as people. We needed to know how they were feeling, as well as how they evaluated us.

The letters included three kinds of comments. (See Appendix D.) About the subject matter, they were wonderfully enthusiastic. Their personal excitement over the insights they were receiving into everyday problems and frustrations was evident. They did complain that we were working them too hard, but some also said they liked that better than conferences where there was too little to do and their time was wasted. No one suggested their time was being wasted! Finally, they were deeply apprehensive over what was expected of them.

They knew they were supposed to turn in a plan of activities to be carried out at home, but they did not know exactly what we wanted, or what sort of backing they would get from their administrators. In response to this anxiety, we altered the schedule. Originally, we had planned to devote Friday afternoon to planning. We moved it forward to Thursday afternoon instead. This shift turned out to be a good idea: it reassured the teachers as to what was expected of them, and it gave them more time to work on their plans.

e. The Trainees' Plans

We found we had to dispel some misconceptions.

First, we did not expect a lesson plan. The Black Book supplied one, if they chose to use it. If they wanted to make changes, it would take a summer's reading to decide what they wanted to use instead.

Second, we understood that they could not make solid commitments as to exactly what was going to happen at home. What they needed to do before they left the Summer Institute was draw a road map of activities that would take them from that day to the first day of their course.

To help out, we gave them a planning guide (See Appendix E) which gave a few hints on planning techniques, but which was principally a list of questions designed to help them think through their own situation.

A typical plan would start out with the trainee making appointments with all relevant central office personnel to thank them for sending him or her to the institute, and to inform them what it was all about. A series of meetings might be required to decide how the course would be offered, to whom, for how long, and where, and whether money would be provided for materials or the trainee's salary. Other activities included further reading, ordering materials, contacting the newspaper, finding resource people, and offering programs to civic and church clubs.

Thinking through and writing down the steps they would have to take when they got home took a lot of the terror out of the situation and helped avoid the pitfall of their simply arriving in school in September and waiting to be called on.

f. Trainees' Final Evaluation Of The Training Institute

At the end of the week we asked participants to write another letter. These letters were shorter and less emotional than those written at the halfway point, but still extraordinarily positive. Several said that it was the best experience in their teaching careers. They were also nearly unanimous in their feeling that

they had never been worked so hard, but it had been worth it. And they did feel that they were prepared for the task ahead. A typical comment was, "I'm tired, but I'm ready." One of our favorites: "This workshop will make me a better teacher, a better wife, a better mother, and a better grandmother." (See Appendix E).

2. THE LOCAL COURSES - WHAT HAPPENED BACK HOME

a. The Follow-Up Conference. In March of 1976, we invited all the trainees back for a two-day Follow-up Conference. Twenty-eight attended of which some had already taught their courses and some had not. We had sessions on What's Happening, Setting Up And Managing A Resource Center, Course Content, Teacher Attitudes, Student Attitudes, Reaching Out, all conducted by Institute members. We sat back and listened, on the premise that at the Summer Institute we had been teaching them, this time they were supposed to teach us. They did.

b. Support From The Central Office

Most trainees started by reporting back to their Local Director and other administrators, to describe the workshop and make plans. There was sometimes ambiguity as who was responsible for the program, as the training was vocationally funded, but the local course was for all. Sponsorship -- organizational even more then financial -- was essential, whether from the Local Director, the Director of Staff Development or some other official. Without it, the trainees were hamstrung.

c. Promoting the Program

Most of the LEAs who did not teach the course in the first year reported that there was insufficient teacher interest to merit the offering. This is the problem in trying to eliminate sex bias in education. Teachers don't know what sex bias means, don't think it has anything to do with them. They are likely to think you mean discrimination, and say sincerely "I have equal numbers of kids in my class. This has nothing to do with me." They may think they will be yelled at by angry women, or that they'll be labeled as women's libbers themselves. Giving teachers enough information to understand what the course is all about, before they are asked to sign up, is crucial to the success of the program.

The "lack of interest" LEAs had all handled it the same as any other course: mimeographed memos, or including it in a general list. In some LEAs this was enough to get a good enrollment, but we believe it can be relied on only in small or rural LEAs where there may be few in-service opportunities, or where everyone knows and likes the instructor.

Most successful LEAs did more:

Supportive principals helped by announcing the program and urging teachers to take it, though they could seldom explain the program in much depth. In some units where all teachers gather for a single large meeting at the beginning of school, it was possible to make a presentation to everyone at once. For instance, the New Pioneers Director was invited to Montgomery County and given two hours to show the filmstrip, explain the program, and take questions. Of the two hundred teachers present, sixty-five expressed interest in taking the course.

In fact, a couple of the smaller units took advantage of their size to present the entire course to the entire faculty in these pre-school meetings.

In units too large for a single staff meeting, showing the filmstrip in individual faculty meetings seemed the best approach. In Iredell County and in Moore County, we lent them enough copies so that they could send teams out to several schools at once, covering 20 schools in a month.

d. Course Organization

(i) When: classes were held during teacher work days, (either all at once in August or scattered through the year,) or weekly, after school or in the evening. Using work days has the advantage of easy scheduling. Weekly meetings have the advantage of good percolation time - a chance for new ideas to sink in.

(ii) How long: ranged from ten to thirty. Systems which offered 10 did so in the belief that teachers would not sign up for more. Perhaps they were right, but the trainers felt they were just getting started, and the group just beginning to open up, when they had to stop. No one who offered 20 hours had trouble holding interest. Indeed, nearly all reported they could seldom finish a lesson, the discussion was so lively. One LEA gave 20 course hours with 10 more of independent study, for a total of 30.

(iii) Class size ranged from 20 to 80. There seemed to be no need to limit the size, unless the trainer insisted. Large groups were managed easily by combining lectures with small discussion groups.

(iv) Class membership ranged from all vocational to a total mix. Some programs were voluntary, other classes were made up off those who were asked to represent their schools. School representatives were supposed to share their new knowledge with fellow teachers. As on the LEA level, they could only be effective with strong administrative backing. In the 2nd year, Catawba County required the program of all teachers (10 hours). This worked out well in the end, though there was initial resentment.

(v) The question of voluntary vs required is a ticklish one. Clearly, the promotional sessions must have a captive audience. A voluntary program assures a happy class. In a small unit where word of mouth is an effective communication system, this will likely lead to requests for the course to be repeated until a good proportion of teachers have been reached. The disadvantages are slowness and the danger that those who most need the program will never take it.

A required program may cause resentment, unless handled properly. In small units where teachers expected some type of pre-school program, there was no problem. In Catawba County where our trainee trained trainers who presented the program to everyone in ten required after-school sessions, there was strong resentment until the inherent interest of the class won people over. The result: in one year, every school had a trained teacher, every teacher had been exposed to new ideas about sex bias, and the local trainer glowed with accounts of classroom changes.

Our conclusion: mandatory programs are probably the most effective, but even here, good promotion is the key.

e. Course Substance

The Black Book received high marks. Some trainers used it verbatim, most supplemented or altered it with their own ideas, and one redid it completely, but all seemed grateful for having been given so much material, and the security of knowing they did not have to make up anything on their own if they didn't want to.

One major recommendation for change: there was a unanimous desire for a lesson specifically on how sex bias hurts men. It had been our aim to include the masculine viewpoint in every lesson, but apparently that was not enough. Some had already put together their own session on sex bias against men, often using the Schloat Masculinity Series*, and had scheduled it for early in the course, in order to make a clear statement to men that they were not only welcome, but an important part of what was going on.

To our considerable surprise, well over half of the participants had used the lesson on sex -- the real thing, not stereotypes. It deals with all of the implications of the double standard, including the relationships between conventional sex and violence and conventional sex and prostitution. By any standards, it's a heavy session, and North Carolina has many communities that will not tolerate any sort of sex education. In preparing the course, we understood this, but we

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*Prentice-Hall Media, Inc., 150 White Plains Road, Tarrytown, New York 10591.

also felt that these issues are in fact central to the problems of sex bias, and that in all honesty we had to level with our participants even if they felt they could not use the material at home. However, those who used it felt that it had been one of their best sessions. We were glad excessive caution had not made us pull our punch.

3. THE SECOND TIME AROUND

a. Extending the Invitation

In the individual conversations with the Local Directors throughout the spring, we had talked at some length with them about the Summer Institute program, and the success of the New Pioneer courses. They seemed very interested, appreciating the opportunity for a locally controlled, in-depth program. The extent of their interest satisfied us that we would have no trouble filling the program again.

The first year our invitation had been worded cautiously. This meant that the burden of promoting the program to a sceptical or indifferent central office fell on the trainee. Now, with a successful program and strong endorsements from local superintendents behind us, we decided to be more direct. We sent an invitation to the Superintendent, Director of In-service Education, and Local Director of Occupational Education in each LEA which had not taken part the first year. This packet included a strong recommendation from the State Superintendent, Craig Phillips, comments from last year's participants, a description of the various ways the courses had been organized, a tentative content outline, and a nomination form. We emphasized that we were not accepting individual participants, but the LEA's nomination. The form included a statement to be signed by the local Superintendent, the Staff Development Coordinator, and the Local Director of Occupational Education, declaring their intention to support the course. We also asked for a paragraph giving whatever present plans the LEA might have for organizing the program next fall. (See Appendix C)

By describing the program in detail, and by asking for a strong statement of intention from the LEA, we were trying to prevent the situation in which we trained a person who went home all fired up, and ran into apathy or opposition in their central office. We knew we were paying a price, because this strategy did scare some people off. We have no way of knowing how many administrators may have decided against the program because of it, but we do know that some LEAs which wanted to take part were not able to find a teacher who was willing to take that much responsibility. Nevertheless, twenty-nine units were represented in the '76 training session, and those who arrived all knew what they were in for. Perhaps coincidentally, twenty-nine is almost exactly the same percentage of eligible units as we had had the year before with forty-six. When we take into account the fact that the first year had skimmed off those units that always want to get into new things, we felt that twenty-nine was a good number.

b. Multiple Copies Of The Black Book

In 1975, we gave each participant one complete copy of the course material, the "Black Book." Our Wayne County trainer, who initiated the pattern of training trainers locally, persuaded her local unit to pay for photocopying forty copies of the whole book. It cost approximately seven hundred dollars. Overwhelmed, we had all the material retyped single spaced, ran everything on both sides, and were able to produce a thousand copies for a little over five hundred dollars. It made for quite a collating session on the Thursday night, as each person counted out their thirty copies of each sheet! Even though some units knew that thirty would be not nearly enough, this was a step in the right direction, and was met with glad cries when we announced it.

c. Revising The Training Institute

The schedule was fundamentally the same, with each morning or afternoon representing one day of the course. However, we did make two changes, to take into account that last year's trainees had felt overworked, and also that they did not have enough time for planning.

In 1975, we devoted one evening to assertiveness training, and filled our one piece of "free time," the slot between 5:00 p.m. and 6:00 p.m., with optional practice sessions on assertiveness. Only a few people attended the afternoon sessions, the others going back to their rooms to collapse before dinner. Valuable though this training was, we decided to use these time slots to meet the needs of recreation and planning.

i. Planned Relaxation: We could not reduce the work load, but we could use our time more positively. We needed more relaxing, informal interaction, so we held a wine and cheese party from 5:00 to 6:00 (refreshments paid for by the participants). Everybody came. It gave us a time to be together, share feelings, and swap stories. We made it seem as much like a party as possible, and held it in a permanent hospitality suite, an attractive room with comfortable sofas around the walls and tables and chairs set up in the middle. This strategy is highly recommended. It made folks feel pampered and proved more relaxing than retiring in small groups or alone. Further, swapping stories is essential in understanding and coming to terms with sex bias - a necessity, not a luxury.

ii. More Planning Time: Having also saved an evening by eliminating assertiveness training, we were able to give the participants Thursday night for planning. Many of them worked late on their plans, sitting in the hospitality room and working together. The free time and the chance to work together asking advice of each other or the project staff did a great deal to alleviate the anxiety that the first year's trainees had felt.

iii. Voices Of Experience: The second year we used no outside consultants for planning the actual program, but instead called on participants from 1975. In each case they either gave a basic presentation or led a supplemental session. In addition, we featured a "Voice of Experience" at each of our wine and cheese parties, in which the person spoke for seven or eight minutes about the quality of their experience, and talked informally with anyone who had questions. These people gave excellent tips on how they organized their course, got administrative backing, collected materials, etc. Most of all, they conveyed their own enthusiasm. As one woman wrote, "I have been pleased to find that those who gave the workshop last year feared that their units were conservative, but were happily pleased to find that they and the sex bias attitudes went over well and were accepted positively."

iv. Evaluations And Personal Letters: Once again, we used two types of feedback, the evaluation of each session, and the personal letters. Once again, letters proved most valuable. No changes in schedule were necessary this year. There were two participants with serious personal reservations about the program. Because the letters let them express their concerns, it was possible for the Director to address their needs both in the general sessions, and in individual conversations. In both cases, their final letters stated their satisfaction that their concerns had been taken seriously, and that their needs had been met. At the risk of repetition, we would like to emphasize the importance of letting participants say how they are feeling. We might have lost two very good people if it had not been for this exchange.

4. GENERAL EVALUATION OF THE TRAINING PROCESS

"Is it possible to train people in one week to be effective local leaders on a subject which is both totally new to them and one which will produce a great deal of emotion and some hostility?" Before we started the training program, many people expressed exactly this fear. Without meaning to overestimate the impact of the local New Pioneer courses, we still believe the answer is an emphatic "yes". Nearly every trainee who completed their local course was enthusiastic. Their apprehensions and inexperience dissolved as they realized that their subject matter was inherently interesting, and that it was in fact solving some real problems in real people's lives.

As of this writing (spring 1977) 50-plus courses have been taught, directly reaching over 1700 teachers. Many more have had short sessions, seen the filmstrip, arranged a program for their club, or been involved in some way. And the process goes on, often producing results that few even think to connect with New Pioneers.

Of all our activities, if we had to pick one, this would be it.

E. OTHER ACTIVITIES

1. PUBLIC INFORMATION

An organized program of community relations directed at potential employers and at parents of students would be a valuable adjunct to a program such as New Pioneers, if there were sufficient staff. We did not have the resources for such a program. However, the importance of public support for any effort in the schools cannot be overstated, and we took every possible opportunity to inform the public about the New Pioneers Project.

a. Speaking

As word of the New Pioneers Project spread, a wide variety of invitations to speak came in. We accepted every one we could fit into the schedule. These appearances fell into several categories:

School-Related Groups: Organizations such as North Carolina Association of Educators, the School Boards Association, and the Assistant Principals' Association gave an excellent opportunity to reach influential school people, and often led directly to invitations to work with a school unit.

College Classes: Several teacher education institutions invited us to speak to psychology or education classes, thus reaching future teachers.

Civic Organizations: Men's lunch clubs and women's church groups proved to be eager audiences at the local level. Many of our trainees found themselves in considerable demand.

Community Forums: Perhaps it was the bicentennial year, but many communities in North Carolina had a series of community forums on a variety of subjects, open to the public. These forums gave an audience of two or three hundred, and it was a real break for the project when the Director's name was put on the North Carolina Division of Human Relations' recommended speakers list.

b. Newspapers, Radio And Television

We issued several press releases in the course of the two years, announcing the project, announcing results of statistical studies of class enrollment, and describing the training institutes. The press releases on the training institutes went out with the names of the local partipants, and were picked up in local papers. In addition, we had several opportunities to appear on radio or television programs, to describe New Pioneers. Such presentations ranged from ten minutes on the radio Farm Hour with a girl officer of FHA, to a series of four full programs on the Bette Elliot Show, a women's morning television program.

c. Publications

Because reducing sex stereotypes in Occupational Education is a new subject there were many opportunities to write articles about some facet of it. This seemed like a valid use of staff time, partly for public relations and partly because the resulting reprints made useful workshop materials. For example, two articles published in The Business Leader[1] and The Bulletin[1] not only were a way of communicating with North Carolina's business teachers and students, but also were used as handouts at Summer Conference, and developed further into a series of workshops for secretaries in the state agency. "Combating the Cinderella Syndrome", published in Community College Review,[2] gave an opportunity to present the substantive approach of the program, and discuss the importance of Occupational Education for women. "Stamping Out Sex Stereotypes in North Carolina", published in the American Vocational Journal,[3] gave an overview of the entire project, focusing on how we went about it and what the results were. Requests for further information have come from 26 states and as far away as Australia. Other publications include:

"Roads Away From Power", The High School Journal, Fall 1975.

"Nothing New Under The Sun", Agricultural Education, July 1976.

"How Sex Bias Can Ruin A Marriage", Journal of Home Economics, Spring, 1977.

2. WORKING DIRECTLY WITH STUDENTS

The New Pioneers Project tried to develop strategies for working with state and local administrators, establish ways for them to reach teachers, who would in turn reach students. The staff very seldom worked directly with students. However, some such invitations did come in, and we always jumped at them. We considered these occasions primarily as research, though of course we hoped the students would profit. Therefore, we started nearly each such session with some sort of questionnaire or exercise designed to give the project more information about students' attitudes. These efforts did not constitute a rigorous research project, but nevertheless did give valuable feedback. We used short attitude questionnaires about work roles, asked them to write paragraphs replicating Matina Horner's study on the fear of success, [4] or asked them to write on the advantages or disadvantages of being their own or the opposite sex.

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1. North Carolina Department of Public Instruction, Spring 1975.
2. June 1975, Volume III, Number 1, pp. 6-13.
3. April, 1976.
4. Horner, Matina S. SUCCESS AVOIDANT MOTIVATION AND BEHAVIOR. Harvard University, Cambridge, Massachusetts: 150 p.

In these brief encounters, the principal result was to demonstrate that students' interests are very different from adults'. Much more work needs to be done on the best way to catch the attention of students of different ages, and on what their anxieties related to sex role stereotyping may be. For example, adult audiences nearly always ask a question about the effects on children if mothers go to work. No high school audience ever asked this question. Levels of hostility were frequently higher with students than they were with adults. It was clear that students were receiving very conflicting messages from each other and their society, and they had a terrific need to talk directly about these confusions. Our summer institute people said the same thing at the follow-up conference. Many were astonished, even hurt, at their students' reactions. When they discovered how stereotyped the kids really were, they were universal in their conviction that an indirect approach would never work.

F. CONCLUSION

At the end of the first year of the New Pioneers Project, statistics showed us that we had nearly a thousand more girls in Agriculture, nearly seven hundred more girls in Trade and Industrial programs, and thirteen hundred more boys in Home Economics. In the second year, Agriculture rose again, to leave us with a total rise of 1739. Home Economics went up to a total increase of 2123. And though T&I dropped the second year the total was still an increase, and we were interested that some of the second year classes, which show the most serious commitment, showed gains. Brick Masonry II rose from 5 to 13, Carpentry II from 7 to 29.

1. WHAT DO THE NUMBERS MEAN?

Seventeen hundred more girls in Agriculture! That's a big number. Yet, divided among a hundred and forty-three local education agencies, it's only about a dozen in each one. For the Trade and Industrial programs only five or six. That doesn't sound like much at all. One or two girls in Carpentry, one or two in Masonry, three or four in Outdoor Recreation and Applied Ecology. The numbers are tiny. Yet, it is in the tiny numbers, not the large ones, that the true accomplishment of the New Pioneers program lies. Ten more girls in a Horticulture program that had 15 already means much less than two in an Agriculture mechanics class that has never had a girl before. A single girl in Brick Masonry is truly a pioneer. She has the job not only of learning the trade, but of reassuring her teacher that she is competent, her boy friend that she is still female, and her parents that she's not going to get in trouble in a class full of boys. Comparably, a boy in Cosmetology or Child Development may need much more strength than the one who joins his friends in "Independent Living."

2. WHO ARE THE NEW PIONEERS?

They are all kinds of people, taking these courses for all kinds of reasons. But they have some things in common: They are likely to share a spirit of adventure, a positive self-image, and sense that the world can change for the better.

In the course of all those meetings with the Local Directors, we began to recognize the type of administrator that made New Pioneers work. The pioneering students are just the same, only a little younger: They make it clear that they really do intend to do something, and they make it clear that they intend to have a good time as they go about it. We would like to think that their joyous laughter of accomplishment is the signature of the New Pioneers.

III. RECOMMENDATIONS

The New Pioneers Project to Eliminate Sex Bias in Occupational Education demonstrates that with small resources (a staff of two and a budget of approximately forty thousand dollars per year), it is possible to have a wide impact by making use of the resources of the state education agency. Not only does this approach produce prompt results in a great many different places, but by actually altering the service delivery system, it assures that the impact will continue. The following recommendations are a distillation of the two years' worth of experiences described in the preceeding narration.

A. General philosophical approach for Project Staff, State and Local Leadership

B. Strategies and Activities for the Project Staff

C. State Program Area Plan to eliminate sex bias in Occupational Education

D. Local plan to eliminate sex bias in Occupational Education

E. Setting up the Local Inservice Course

F. The spirit of the New Pioneers

NOTE: Sections C,D and E would ideally be implemented under state leadership, as described in Section B. However, these segments can be used independently, following the approach described in Sections A and F.

A. GENERAL PHILOSOPHICAL APPROACH FOR PROJECT STAFF, STATE AND LOCAL LEADERSHIP

1. Distinguish Between Sex Discrimination And Sex Bias

Discrimination we define as that which is against the law. Anything illegal must be obvious, because you have to be able to prove it happened. Discussion of the law should be limited to a few preliminary minutes, sufficient to make clear people's legal responsibilities and rights.

Bias is the unconscious underlying network of assumptions that says men and women are and should be different, not only physically, but also in their personalities, abilities, and occupations. We are all biased -- only a few of us intentionally discriminate.

Understanding bias leads to understanding of how we unconsciously shape our students and ourselves. We can analyze how we bend others out of shape to meet our preconceptions; and also learn how we develop positive traits: independence in boys, nurturance in girls, so that they can be extended to everyone.

Attacking Discrimination	Understanding Bias
attacks only the symptoms	addresses causes
addresses only those who actively discriminate	addresses everyone
creates defensiveness and hostility	reduces defensiveness, can intrigue, excite, even fascinate
encourages the "compliance mentality" and minimal action	encourages positive investigation which is consistent with teachers' own goals as educators
redresses wrongs	opens opportunities
appeals to women's sense of outrage, to men's sense of altruism or guilt	appeals to everyone's sense of self-development
benefits mostly women	benefits men and women equally

If teachers understand bias, they will get excited and involved, and discrimination will take care of itself. If they are given a "pure Title IX approach", they may fight every effort. Therefore, leapfrogging over discrimination to deal directly with bias may in the long run by the most effective way of complying with the law.

2. Include Men

Emphasize at every possible occasion that although discrimination works mostly against women, bias hurts men and women equally. (Men have paid the same psychological price as women -- though men bought more for the price they paid). Whenever possible, illustrate points with anecdotes about both sexes, or alternate. Everyone will be amazed and delighted.

Why:

-for simple fairness

-most administrators are men. If we appeal only to a man's altruism or his guilt, we aren't getting enough of him. To be effective, he must be involved for his own sake.

-many women reject the "women's movement" because they were reared to fight other people's battles, never their own. Their value system rejects anything which sounds grabby or complaining. Only when they see that reducing bias will help men can they open their minds to how it helps women.

How:

In discussing how bias hurts men, emphasize the real losses men have suffered, such as being cut off from their children or feeling compelled to take the highest paying job instead of the most satisfying one, rather than simply saying that the Superman image is unrealistic.

3. Start At The Beginning

Discussion of sex bias - where it comes from, how to recognize it, how pervasive it is, what it does to people - should precede any effort to develop or recommend specific practical strategies, or to persuade individuals to begin to take any sort of action. Remember that every member of your audience is a person first and a professional second, and that the issues you are discussing hit close to home in one way or another on a personal level. Pushing specific activities in an effort to "keep it simple" before misgivings are allayed may be perceived as "coming on too strong." In any given session, provide information first, then allow time for reaction, questions and anecdotes. Starting with discussion may reinforce previously held stereotypes.

4. Suit Your Presentation To The Audience

With an entire faculty, you will keep your discussion general. If you have a specific group, follow the general discussion with something related to their subject area.

For Occupational Education, we found three themes useful:

a. the importance of lifetime planning for both girls and boys

b. the importance of options for both sexes based on ability and informed personal interest

c. the special needs of disadvantaged girls

5. Be Open With Students

Teachers may be amazed to discover that students are often more stereotyped in their thinking than adults who have spent some years in the real world. Students need a chance to talk directly about stereotypes, to understand the conflicting messages they are getting, in order to make conscious choices. Simply creating an unbiased environment would not be enough, even if it were possible.

6. Stay Away From Quotas

On both a statewide and local basis, it is a good idea to collect enrollment figures at the beginning of the program, and annually thereafter, in order to measure progress. However, heavy emphasis on numbers should be avoided, and it should be stressed that no student will be enrolled in a course in order to meet a quota.

If pre-registration and counseling processes do a good job of making it clear that all courses are open, inform all students as to the advantages and disadvantages of each course, and give students some opportunity to overcome their own stereotyped assumptions, quotas will be unnecessary.

Remember: The opposite of the old coercion is not a new coercion. The opposite of coercion is informed choice.

7. Never Laugh At Anyone.

Fears of integrated rest rooms, lost femininity, etc. are real and should be answered seriously.

8. Laugh As Much As Possible With Others, At Yourself

Reducing sex bias can be a lot of fun if you can grin spontaneously with the 108th person who tells you they aren't biased against sex. Mixing sexes in vocational programs will lead to some ludicrous moments, but as long as the basic commitment to change is there, laugh and enjoy them.

B. STRATEGIES AND ACTIVITIES FOR THE PROJECT STAFF

1. The project should be so located in the agency that the staff can both function and be perceived as regular members of the agency, with full access to relevant meetings, memos, etc.

2. At the same time, agency executives must be willing to make it clear that the aim of the project is to incorporate the elimination of sex bias into everyone's work, not leaving it all up to the project staff.

3. Analyze The System. Take a good look at how your particular state agency is organized, to discover the formal and informal access points, leverage points and dead ends. You will stand the best chance of having a permanent impact if you use the system to reform the system.

   a. Who are the individuals who will make something happen or keep it from happening, either because of their formal position or their informal influence?

   b. What are the access points built into the delivery system? In North Carolina, we identified the following:

      (i) the legal requirements of Title IX, which are the main reason many people, especially administrators, are interested in sex bias.

      (ii) access to state staff (Curriculum Specialists, Field Support Specialists on Federal Requirements, Area Directors of Vocational Education), who have wide impact on local administrators and teachers.

      (iii) access to Local Directors of Vocational Education, who direct the local programs and prepare an annual plan to meet federal requirements.

      (iv) access to many regular meetings and conferences, such as regional FHA conferences, the Occupational Education Teachers' Summer Conference, meetings of North Carolina Association of Educators, the School Boards Association, etc.

      (v) state certification regulations that teachers must acquire a certain number of inservice educational experiences in order to renew their teaching licenses.

(vi) advisory lists on instructional materials which are mailed annually by the Materials Review and Evaluation Center to all school libraries.

(vii) agency print and media resources for developing cassette filmstrips, handouts, training materials, etc.

(viii) financial resources and the Department of Public Instruction's reputation to attract workshop participants.

(ix) the general visibility of being a Project Director, which leads to opportunities to speak, write articles, or make radio and television appearances to publicize the program.

4. Recommendations For Working With State Staff

a. Become familiar with the nature of each program area. What is actually being taught? What are the specific skill requirements? Are some teachers likely to have more work experience than formal education? Do some programs have more prestige than others?

b. Learn the work situation and organization of each program area. Are consultants organized by function or by geography? Do they spend most of their time on field visits? Curriculum development? How much jurisdiction do they have in approving textbooks? Local programs? Most important: how busy are they?

c. Start at the beginning. Provide enough introductory inservice for the whole division to insure that everyone understands the goals of the program, and begins to develop understanding and insight into the nature and problems of sex bias, as distinct from sex discrimination. Don't forget people need time to talk.

d. Work with the staff of each program area to develop their written plan tailored to the needs and opportunities in that particular subject area.

(See Section C)

e. Note on Preparing Planning Guides. The job of helping others prepare their own plans is tricky: you want them to do their own thinking, yet you do not want to play games or reinvent the wheel.

Handing people a list of recommended activities such as those in sections C,D, and E may leave them overwhelmed or resentful at all the things they "should" do, or run the risk of their accepting it unquestioningly, never really adapting it to their own needs and therefore never implementing it. They may further perceive you as one who rams things down their throats.

The best planning guide is probably a series of questions which will assure that all major activities are considered in terms of each planner's own reality. Each question can be followed by alternative activities, with you explaining the main advantages and disadvantages of each.

A primitive version of such a planning guide is seen in Appendix F. The recommendations in sections C,D, and E are the answers we've found. We stand behind them, but we're not sure that handing them out unvarnished is the best way to use them.

5. Recommendations For Working With Local Directors

a. Provide introductory inservice on sex bias before asking Local Directors to commit themselves to plans. At least one, perhaps two, sessions are necessary. In North Carolina, Local Directors meet regularly in regional meetings, making inservice easy. Though you will probably not be able to become familiar with each LEA's situation, remember that there are many conditions that may influence the response to your program: local attitudes, leadership styles, unrelated local crises, and a full spectrum of individual attitudes and personal situations of the Local Directors themselves.

b. Pilot Units. The easiest way to become familiar with typical local organizations is to establish volunteer pilot units, to be visited individually for developing local plans.

c. Develop a planning guide based on your work with pilot units. Decide whether your guide would be more effective if it is simply a list of leading questions, or if it should include recommended activities. (See section D of these recommendations).

d. First Year Plans. Explain planning guide and recommended activities at Local Director meetings. Group sessions should be satisfactory, if follow-up is provided by Area Directors to assure that Local Directors do complete their sex bias plans on their own.

e. Second Year Plans. The second year, if at all possible, plans should be discussed individually, as some Local Directors will have done a good deal, others virtually nothing.

f. At all times be prepared to give Local Directors all the support they ask for, in the form of letters, memos, telephone calls, or personal visits to explain the project to their superintendents.

g. Make clear to the Local Directors what services they can count on you for - local teacher workshops, meeting with principals, or whatever.

6. Information And Awareness Services

a. Short presentation. (faculty meetings, mini-sessions at conferences). We recommend 25-30 minutes to outline the philosophy of the program, identify the nature and impact of sex bias, and tell a few stories, followed by 20 minutes of questions. Forty-five minutes is really a minimum to do anything useful. It is enough to define terms, dispel misconceptions, and perhaps raise some interest, but will hardly motivate much change.

b. Two-hour workshops are long enough for a good introductory session - time to go into some detail, and to suggest some possible activities for change.

c. All day sessions allow time for quite a lot of substance, for small group involvement in learning activities, and for planning. To be really useful, follow-up activities are important.

d. Information package which can be mailed, and which is therefore independent of the project staff (crucial if your state is large and your staff is small). We decided to make our own filmstrip,* but it might be possible to buy one, or make up a combination of filmstrip and handouts, or whatever. Such a presentation should include: the origins and symptoms of sex bias, the unconscious nature of most biased behavior, and the effects of sex bias on both men and women. Our filmstrip also touches on the need for lifetime planning, gives some statistics on women workers, some average salaries for typically male and female jobs, and discusses the advantages of mixing occupational programs, with many pictures of programs that are already mixed.

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*This filmtrip, "I'm Glad I'm A She", I'm Glad I'm A He", is available on loan. Unfortunately we are not set up to sell it, but we would be honored if you would like to make your own copies and return the original to us.

7. Local Courses for Teacher Certificate Renewal Credit. One theme has run through these recommendations: the importance of of giving teachers an extended opportunity to understand the implications of sex bias.

Although the information services above are necessary, they are all too brief to provide percolation time. Also, they are all too dependent on state staff. A good program should be under local control, with local leaders. Therefore, the most valuable use of project staff time is likely to be in training local leaders.

a. Promoting the program. Some states may be able to be more directive than we in North Carolina can be. Our agency has more a "service" than a "regulatory" function, and there is no way we can require any LEA to take part in the program. Therefore, unless you enjoy the luxury of a command performance, a solid promotion is necessary:

(i) Include statements of support from your chief state school officer, Director of Vocational Education, and anyone else whose endorsement will be valued.

(ii) Emphasize that the course will provide a program which will give educational substance to Title IX efforts, reducing any hostility to the new law on the part of teachers, and providing clear evidence of the LEA's desire to comply with the spirit as well as the letter of the law.

(iii) Emphasize that the course will be locally controlled.

(iv) Emphasize that the training is free, contingent only on a commitment to support the course in publicity, logistics, and financial resources. (It is important that you get this commitment as solid as possible, otherwise you are setting trainees up for disappointment or frustration).

(v) Publish a list of the topics to be covered, using down-to-earth catchy phrases that will make the course sound interesting. This is crucial, as most people will assume you are offering a program purely on sex discrimination, a topic which they are likely to regard as unpleasant.

(vi) Direct the invitation to the Local Superintendent, Director of Staff Development, and the Director of Vocational Education, as the individual who actually makes such decisions will vary from LEA to LEA.

b. Who should receive the training? Nominees should be any one whom other teachers can relate comfortably. There is no need for them to have any previous knowledge of sex bias. Indeed, there may be some disadvantages if they already have a local reputation for being hipped on the subject.

If your funding is categorical vocational funding, as ours was, your trainees will have to be vocationally funded teachers, or guidance counselors. However, we also had academic teachers or central office staff when the local agency was willing to pay their expenses. As far as we could tell, the individual's academic or vocational background made no difference in their effectiveness.

c. How many? Because of financial restraints, we accepted only one from each participating LEA. However, it was often hard on our trainees to have no partner - two would be better if you can afford it.

d. How long? In North Carolina, teachers earn one certificate renewal credit for each ten contact hours. We planned our local course to be ten lessons of two hours each, and worth two credits. The training session therefore fit easily into five days, with each morning or afternoon representing one lesson. As our trainees also had supplementary sessions on special subjects, materials, and methods, they received three credits.

e. Teaching Materials should be as complete as possible. We gave each presentation written out completely, plus either speaking notes, discussion questions, or activities. The assumption should be made that the trainees know nothing about sex bias, and they should be free from all necessity of having to take subject matter notes. They should, however, be encouraged to take notes on methods of approach, ways to answer tough questions, etc. If you have the resources to provide them with multiple copies to be used with their students, so much the better.

f. Conducting The Training Institute
Beyond substantive preparation, your biggest job is to keep your trainees loved and cared for. Any week-long training session is exhausting anyway - this one is emotionally exhausting too.

(i) Hold the institute in a place which is comfortable and provides some opportunity for recreation, even though many trainees may work too hard to spend much time in the pool.

(ii) Build in opportunities for informal fellowship between the participants, rather than simply hoping for them under the heading "free time". For us, it was a daily wine and cheese party. In addition, one evening participants were assigned to go out to dinner and to the movies, or watch television, and report on sex stereotypes the next morning.

(iii) Participants must be given an opportunity to express individually how they are feeling about the experience, which maybe an exhilarating, upsetting, or depressing one for them. Written letters from each participant worked well for us. With a larger staff, individual conferences might be possible, though some people will express objections more easily on paper than face to face.

(iv) Voices of experience, if possible, the presence of folks who have already taught such a course is enlightening and reassuring. They can share their experience, not only giving good advice but also offering living proof that it is possible to discuss sex bias and survive.

(v) Helping The Trainees Plan.

Our trainees' greatest concern was uncertainty as to what we expected of them, and how best to achieve their goals. However, when their written plans were completed, they felt confident.

The planning session should not be left till the very end. We had it Thursday afternoon, and gave the participants Thursday night free to complete their written plans. (We required the written plans as a condition for receiving credit, in lieu of a final exam). As we helped teachers plan, we tried to emphasize they did not need to develop lesson plans (the Black Book provided those) but rather consider all of the decisions they would have to make and contingencies they would have to face in order to establish a successful program. Because we knew each person would face a different local situation, we phrased our planning guide entirely in terms of questions. (See Appendix F) Many areas are beyond our control, and no recommendations from us would be appropriate. However, there were some areas where we could make recommendations. These are outlined in section E.

g. Support and follow up. Ideally, each trainee should be visited. Those who are having difficulty can profit from the support of the state consultant in meetings with their local administrators, and in private discussions of whatever problems or worries they may have. Visiting the successful programs gives the state consultant a wealth of ideas on how to solve problems in other places. If individual visits are impossible, letters and phone calls can be substituted if they are done on a regular basis.

A follow-up conference is strongly recommended. It should take place around November or February, when trainees have had a chance to get well into their courses, but there is still time in the school year for those who have not started to profit from their fellows' experience. A follow-up conference should be a learning experience for the state staff, with reports from trainees being the basis for refining the program for the following year.

8. Other Activities:

   a. Public Information. If staff permits, an organized program of reaching employers should be undertaken. If this is not possible, every opportunity to speak to community groups, school related groups, college classes, or do newspaper interviews and radio and television appearances should be taken. If the Project Director enjoys writing, opportunities to publish articles in trade and education magazines about the program can be sought out, as this topic is a timely one. The resulting reprints can be used as conference materials, as well as public relations vehicles.

   b. Working Directly With Students. A small staff working on the state level will spend most of its time with administrators and teachers, rather than directly with students. Any invitations to work with students should be used as research opportunities to get direct feedback on their attitudes towards the problems of sex stereotyping. Resulting data and anecdotes should be fed back into the presentations used with administrators and teachers.

C. STATE PROGRAM AREA PLAN TO ELIMINATE SEX BIAS IN OCCUPATIONAL EDUCATION

The following suggested activities should be implemented by the chief consultant or director of each program area, with the help of the sex bias project staff. The project staff should be involved as resource people as much as possible, but the basic responsibility remains with the chief consultant. It is important that the plan be prepared individually for each program area, as the various areas have different needs and different opportunities. Generally, these variances will fall into the topics of recruiting members of the minority sex, making them comfortable in their new environs, and working with members of the majority sex enabling them to move comfortably into a more integrated world. Boys need help in recognizing that they can respect themselves if they do a job that was previously thought of as women's work, and boys in traditionally male occupations need help in relating to the women who will be joining them in the work force. Girls need to develop self-confidence to enter professions previously seen as male, and to learn how to relate to men in a professional manner.

NOTE: See Recommendation item B.4.e. for suggestions for converting this section into a planning guide.

Plans may follow any format the staff is comfortable with. We found a three column style to be simplest:

Objectives (including dates)	Strategies or activities (including person responsible)	Evaluation

Suggested activities (Objectives may be developed for each number):

1. Collect enrollment statistics, and repeat annually to measure progress.

2a. Provide staff information on requirements of Title IX.

b. Provide staff in-service on the nature and effects of sex bias, with time for discussion. Make sure that everyone understands the distinction between discrimination and bias.

3. Involve the entire staff of each program area in developing a plan, monitoring its implementation and evaluating the results.

4. Include the subject of sex bias in all management tools such as annual plans, school visit checklists, etc.

5. Revise all brochures or other staff-produced material to make clear that all programs are open to both sexes. Include pictures of males and females working together, if possible.

6. Alter recommended shop or lab designs to be sure there are adequate facilities for both sexes - rest rooms, lockers, sizes of equipment.

7a. Analyze present teaching materials for sex stereotypes.

b. Prepare suggestions for positive ways of teaching from the present books until unstereotyped ones are available.

c. Prepare short checklist of items to look for in reviewing new materials, send this to relevant publishers, share it with all publishers' representatives who visit.

d. As materials with positive and unstereotyped images of both sexes become available, note this fact on all advisory lists, or prepare a recommended list specifically for this purpose.

8. Examine all course titles for gender implications and find positive substitutes.

9. Examine curricula for any needed changes or for appropriate opportunities to help students learn about sex and work stereotypes. Set in motion process for making such changes.

10. Develop list of pioneering people in the trades from newspaper clippings and local individuals, to function as role models.

11. Develop suggested list of reasons why the subject area might be attractive to the pioneering sex.

12a. Develop list of possible objections that might be raised by administrators, teachers, parents, with suggestions of how to answer the questions.

b. Develop list of actual problems that could arise, with suggested methods for solving or coping with them.

13a. Prepare basic presentation for teachers explaining the nature of sex bias in society and in the particular subject area.

b. Incorporate this information into all contacts with teachers and counselors - school visit checklists, special workshops, regular faculty meetings, annual conferences, newsletters, classroom visits, media coverage.

14a. Work with youth clubs to insure that clubs do not themselves discriminate.

b. Work with youth to develop programs in which they assume a leadership role in informing themselves about sex bias, informing the rest of the school, and work to overcome it by informing and encouraging younger students about the subject area.

c. Help youth to understand the dynamics of peer pressure, recognizing it is no better to be pressured to pioneer than to be pressure to conform to stereotypes.

15a. Work with teacher education institutions to understand the importance of incorporating an understanding of sex bias in their practices and curriculum.

b. Encourage them to recruit pioneering students as future teachers.

c. Make available all products of sex bias project for use in teacher education classes.

16. Develop a list of pioneering individuals to be recommended for teaching or state staff positions.

17a. Make sure advisory councils include both sexes.

b. Inform advisory council of staff efforts on sex bias, enlist their aid.

18. Seek out opportunities for publicity in newsletters, trade magazines, newspapers, radio or television.

19. Finally, provide periodic opportunities for staff to hear presentations and discuss various aspects of sex bias for their own enjoyment with no immediate requirement that these be translated into plans or activities. Examples: almost any of the lessons in the summer training session, or topics like "How Sex Bias Can Ruin Your Marriage."

D. LOCAL PLAN TO ELIMINATE SEX BIAS IN OCCUPATIONAL EDUCATION

The local plans must be planned and implemented by the local director of Occupational Education, using state staff as resource people.

NOTE: See Recommendation item B.4.e. for suggestions for converting this section into a planning guide.

Plans may follow any format the staff is comfortable with. We found a three column style to be simplest:

Objective (including dates)	Strategies or activities (including person responsible)	Evaluation

1. Analyze the system in your LEA. Who are the individuals who can help you most? What are the formal and informal structures that you could use to have an impact?

2. Collect enrollment data by program in order to measure progress. Collect number of classes 100 percent one sex, and 90 percent one sex. If numerical goals are desired, set them only in reducing number of 100 percent or 90 percent classes. Quotas are to be avoided.

3. Hold staff orientation meeting to explain teachers' responsibilities and rights under Title IX, establish the distinction between discrimination and bias, get informal assessment of attitudes.

4. Establish committee to deal with one-time compliance requirements (examine course descriptions and titles, course admission requirements, graduation requirements, facilities to serve both sexes equally, interest or skill inventories used in guidance).

5. Plan teacher in-service:
   a. short sessions (1-2 hours) using filmstrip and discussion - for all teachers.

   b. send LEA representative to Summer Training Institute, then give strong support to renewal credit course.

   c. have teachers meet together to prepare strategies, using materials prepared by state staff, or working independently. They should:
      -analyze present teaching materials for sex stereotypes.

d. prepare suggestions for positive ways of teaching from the present books until unstereotyped ones are available.

e. seek out and recommend for purchase unstereotyped materials as they became available.

f. examine all course titles and descriptions for gender implications and find positive substitutes. At least once per subject area it should be clearly stated that the program is open to both boys and girls, or "he or she" should be used.

g. examine all curricula for any needed changes or for appropriate opportunities to help students learn about work and sex stereotypes. Set in motion process for making such changes.

h. develop list of pioneering people in all occupations from newspaper clippings and local individuals.

i. develop suggested list of reasons why each subject area might be attractive to the pioneering sex.

j. develop list of possible objections that might be raised by administrators, teachers, parents, with suggestions of how to answer the questions.

k. develop list of actual problems that could arise, with suggested methods for solving or coping with them.

l. prepare basic presentation for students explaining the nature of sex bias in society and in the particular subject area.

m. discuss problems and advantages of students' attitudes, make clear that any student who enrolls must do the work.

n. discuss specific class activities, looking out for unconscious resegregation by either students or teacher (girls fix bulletin board while boys unload truck).

o. invite teachers who have already had mixed classes to share their experiences about student abilities, discipline situations, etc.

6. Involve youth clubs and regular classes:

a. assure that youth clubs do not discriminate in membership or activities.

b. give students opportunities to recognize and understand sex bias in general, and its effect on both sexes.

c. recognize that students of all ages need time to discuss sex stereotypes openly:

(i) because the world is sending very conflicting messages.

(ii) because their needs and interests vary with physical and social development.

d. teach students to recognize bias in their textbooks.

e. find pioneering pictures for students to paste in the flyleaf as a reminder that the world is changing.

f. encourage discussion of changing work and family roles for both sexes, with emphasis on the occupation being studied.

g. let students brainstorm for activities they can undertake to increase understanding of bias and reduce stereotyping in the whole school (examples: analyze present school practices, hold assembly programs, hold a Pioneer talent search, sponsor a poster contest, organize Pioneer Student of the Week programs, or any of the preregistration activities suggested below).

7. Establish as a goal Occupational Exploration classes that move as many students as possible, academic as well as vocational, through all occupational clusters, with specific sessions on lifetime planning, options for everyone and changing work and family roles.

8. Establish organized program to inform all prevocational students of the nature of all vocational offerings, emphasizing advantages of each offering for both sexes.

a. make public announcements and post notices that both males and females are not only allowed but welcomed in every course.

b. examine class assignment procedures for any formal or informal tendencies to steer students into any class by sex.

c. identify and use guidance materials, films, etc., that treat women and men nonstereotypically, or (temporarily) that focus on careers for women.

d. design and print (especially if school has graphics program) flyers or brochures for each subject area, showing girls and boys working together.

e. invite pioneering speakers from community to visit classes or assemblies.

f. hold career days that emphasize pioneering speakers and exhibits.

g. give students opportunity to discuss changing work and family roles, and ask questions about requirements and advantages of each area.

9. Involve Advisory Councils:

a. insure that all councils include members of both sexes. Members of the pioneering sex must be individuals willing to speak for their own sex (i.e. men on BOE Committee should not simply be male employers, women should be interested in the advancement of girls - no tokens!)

b. enlist the aid of councils to:

(i) speak to the community about your efforts.

(ii) find speakers to inform students about changing opportunities.

(iii) assure that cooperating industries do not discriminate.

(iv) assist with job placement.

10. Strengthen Job Placement procedures:

a. inform all cooperating agencies and employers not only that it is illegal for public schools to cooperate with any that discriminate, but that the schools are involved in affirmative programs for both training and employment and need cooperating agencies' help in doing so.

b. be prepared to give personal endorsements of your pioneering students, and provide follow-up to help with any difficulties they may encounter on the job.

c. remind employers that if a pioneering student or worker does poorly, they should not generalize that all such will do poorly, any more than they would generalize about traditional workers.

11. Take advantage of Community and Public Relations:

    a. remember that all vocational students are photogenic and pioneering ones are irresistable!! "Pioneer" coverage will boost your whole program.

    b. invite features editor and photographer (the "Women's Page") to visit your mixed classes. Write articles yourself if necessary.

    c. contact TV and radio news reporters, invite them to visit, or provide guests for TV and radio interview shows.

    d. provide faculty or students, perhaps with slides, as speakers for civic, church, neighborhood and other organizations.

    e. set up displays in shopping centers or main street, featuring pioneering students.

    f. contact state or national trade and professional journals, offering short articles on some phase of your program, with pictures. Such publications seek local stories to give themselves credibility.

E. SETTING UP THE LOCAL INSERVICE COURSE

The following activities are to be carried out by the person locally responsible for conducting the sex bias inservice program.

Our suggested course outline is in Appendix C.

Suggestions for conducting a training institute to qualify local people to conduct such a course are formed in Recommendation B.7.

NOTE: See Recommendation item B.4.e. for suggestions for converting this section into a planning guide. (See also Appendix E.)

Plans may follow any format the staff is comfortable with. We found a three column style to be simplest:

Objectives (Including dates)	Strategies or activities (including person responsible)	Evaluation

Suggested activities (Objectives may be developed for each number):

1. Decide what reading and study you need to prepare yourself and develop a time line for getting it done.

2. Analyze your school system. What kind of support do you need? Who must approve your program? Who can help you? What other activities are going on that you can play into?

3. Survey your school system for existing resources. Print? Media? People with special expertise? Pioneering students or workers?

4. Prepare a budget, with items in order of importance. (Don't forget your own salary, if your course won't be held on school time.) Survey sources of funding. Some possibilities: staff development funds, regular library acquisition funds, vocational funds, community groups with a special interest in schools or in sexism.

5. When to give the course? Courses can be given either during teacher work days, before school starts, or for two hour sessions, one day a week, either in the afternoon or evening during the school term. The advantage of extending the course over several weeks is that it gives teachers percolation time, for the new ideas to be mulled over, and for teachers to notice things in their families and classrooms that they had not seen before.

6. Length of course. We strongly recommend at least twenty contact hours, though many of our trainees did only ten and some fewer than that. However, those that limited themselves to ten hours felt that they were just getting started when they had to stop. No one who had the full twenty hours complained of anyone losing interest. One allowed teachers an additional ten hours of independent study, for a total of thirty hours.

7. How large should the class be? Although many courses limited course enrollment to twenty-five, because the instructor felt more comfortable with a small number, some had as many as seventy at a time. We encourage large enrollment, in order to reach as many people as possible. A large enrollment can be handled comfortably, if each session starts with a one hour presentation to the entire group, and then breaks up into small discussion groups.

8. Who should take the course? Ultimately, the goal is for every teacher in the LEA to incorporate an understanding of sex bias into their work in the classroom. How to accomplish this will depend on the size of the system and the management style of the administration.

9. How to organize it?
   a. Our most common pattern was that the course was simply open to anyone interested, repeated if interest warranted. However, a more planned approach would be likely to be more effective in reaching the entire LEA, except in a small system where everyone knows each other and word of mouth spreads fast.

   b. Some small systems gave the course to the entire staff all at once.

   c. The ripple effect. In middle sized units, having one or two representatives from each school take the course with the commitment that they repeat the program in their home school for their entire faculty as well.

   d. **In large units**, we would recommend representatives from each school, combined with central office representatives from each subject area, again asking for a commitment that they work with their own group.
   Caution: the ripple effect only works with strong administrative backing. If teachers were simply supposed to "share" their new knowledge the program will die on the

vine. If no strong administrative follow-up is provided, a purely voluntary program will likely work better, as friends will likely take it together and form an informal support group.

e. Voluntary vs compulsory. Voluntary assures a happy class. Compulsory reaches more people, and we recommend it, if it is handled gracefully.

f. Promoting the program. Depending on the management style in the local system, course members may be required to take the course or it may be voluntary. If it is voluntary, it is extremely important that a thorough and imaginative job be done of informing all teachers as to what the course is really like before they are asked to sign up. Our few programs that failed did so because either administrators or the teachers themselves did not understand what was being offered.

(i) Distribute the entire course outline, with a sentence or two describing each session, along with the information about when and where it will be held.

(ii) Get strong written or verbal endorsements from your Superintendent and Principals.

(iii) Make presentations at faculty meetings - ideally a 45 minute program, speaking or showing a filmstrip for about 20 minutes, then having discussion and questions.

(iv) Take all opportunities to speak to community groups. Their support can be invaluable.

(v) Let your own enthusiasm show - it's contagious.

10. Have fun and don't worry! Even if your area is conservative or you have never before taught fellow teachers, don't worry. The subject is inherently interesting, and will carry itself even if you start out with strikes against you (like a heavy-handedly compulsory approach.) Our trainees were delighted at the liveliness of their groups, and the extent to which an understanding of sex bias solved real problems in real people's lives. They found they didn't have to have all the answers, but just lead the discussion, and the classes ran themselves.

One last thought: it is not given to many of us to make a difference in this world. In leading this program, you will have a direct impact on every girl and every boy that your teachers teach. For some it will mean a new affirmation of self, or a whole new horizon. Your teachers will tell you so!

F. THE SPIRIT OF THE NEW PIONEERS

Discrimination are evils to be routed out. Biases are restrictions which we are strong enough to do without. A program to eliminate discrimination is a program to redress wrongs. A program to eliminate bias is a program to create new avenues for happiness. Most people are simply trying to to be happy. They have believed that the stereotypes would make them so.

Think of a young man who married a bright and lively woman. He was delighted with her, nothing was too good for her, and he treated her like a child. Now, ten years later, he is angry with her for acting like a child. His confusion and frustration are evident on his face. One can only guess at her state of mind.

A happier confusion shows on the face of a woman who fought her family for the right to go back to the job she loved, and now finds that they are all happier.

The pain of the boy who is brainy instead of athletic and the girl who is organized instead of sexy, the self-doubt of a boy who loves children or a girl who loves blueprints are pains and self-doubts we can avoid. They will best be avoided by giving happy examples, not miserable ones.

Let us share the satisfaction of the husband who felt threatened when his wife got a raise, and now shows newspaper clippings about her to his friends. Let us tell of the joy in the heart of a woman who was apprehensive when her husband took a job at a cut in pay, and now glows because the income from her job has freed him to work at what he loves best.

There is no room for vengeance or retribution in a successful program to eliminate sex bias. Rather, we need the reaffirmation that men are still men, whatever work they do, that women are still women, whether they wear coveralls or aprons. That people are happiest in families of some sort, and that families need not disintegrate because of new work arrangements but may in fact be happier when the pressures of stereotypes are lifted. And that we can trust men and women to be competent in all kinds of new professions, if we urge them to take themselves seriously. The program will succeed if it goes forth in a spirit of determination, trust, and laughter.

IV A. THREE THEMES FOR LIFETIME PLANNING -- Outline

-Need for lifetime planning
  -boys look to careers, aged 30's
  -girls look to motherhood, aged 25 or 5
  -students unaware 90% of women work for substantial period, even though own mothers work
  -therefore girls don't prepare for meaningful work
  -boys overlook roles as joint homemaker, father, creative talents
  -adults more flexible than teenagers because of wider experience

-Needs of disadvantaged girls and boys
  -double bind of economically disadvantaged women
    -not trained in skilled trades
    -lack of cultural skills for "ladylike" jobs
  -administrators tend to see
    -"disadvantaged" students as male
    -"girls" as middle class
    -therefore disadvantaged girls overlooked
  -economic definition of manhood

-Options for everyone
  -no quotas, no coercion
  -need to open students' imaginations so true choice possible

.88.

THREE THEMES FOR LIFETIME PLANNING

As we work together to study sex bias as it effects all aspec of our students' lives, there are three themes that may be worth keeping in mind. These three themes have emerged in working with occupational educators all over North Carolina, and I believe you will find they strike a responsive chord with your whole school community.

The first is the need for lifetime planning. When teenagers are asked to project themselves into the future, to envision themselves as adults, boys are likely to see themselves in their thirties, established in their careers. Girls imagine themselves aged 23 or 4, as the mothers of young children. This is something you might like to try with your students. It would be interesting to see if geographic, racial or economic differences show up. Of course, they're both right. Boys most likely will have jobs or careers. And most girls will be the mothers of young children. But they are both only looking at half their lives.

Recently in McDowell Countywe worked with six groups of Occupational students. We asked them to guess what percentage of American women worked outside their homes for a substantial period of their lives. The majority of guesses fell between 25 and 50%. When I told them the fact: 90%, they were astonished. We then asked them how many had mothers who worked. In 4 groups, every hand went up. In one class, one hand stayed down, in another, two hands. For these children there is an important clash between perception and reality. Not only do they have an unrealistic perception of their own futures, but they also have come to perceive their own mothers as being unusual. Almost every one of them!

Boys, in looking only to their careers, are leaving out their own needs and futures as human beings. They are overlooking the fact that they will be joint homemakers. Fewer and fewer working women are willing to regard their jobs as a self-indulgence that they are permitted to take only on the condition that they still maintain total responsibility for house and family. A nurse in her late fifties tells how infuriating she finds it to get home after a full day on her feet to find her family stretched out in front of the television and be greeted with "Hi, Mom, what's for dinner?" When asked why she puts up with it, she smiles sadly. "I'm the one who spoiled them. It's too late for me." Don't argue with her. She has to run her own life. But she is a vanishing breed. Men are going to have to learn to cook.

Further, boys are overlooking their futures as fathers. Yet an increasing number recognize that raising children is something they want to be involved in. As one perceptive soul said, "I want to know my children better than I ever knew my Dad."

And boys are overlooking their recreational and artistic needs. Unless they are athletic stars, they may miss out on lifetime sports. And they are likely not to take up creative pursuits until middle life, about when their wives leave needlepoint for a paying job!

The fact is that everyone in this room, even those of us who are untrustworthy because we are over thirty, is probably more liberated than the average high school student. This is hard for us to believe. We have a tendency to believe in the youth cult, to think that the kids have all the ideas, and that if we just don't fight too hard, we will have done our bit. Just the opposite is the case. A study done in Texas[1] compared the attitudes of high school students with adults. The young people proved to be far more stereotyped and traditional in their thinking. For instance, 41% of the adults thought anyone could be an airline pilot, while only 17% of the students did. One of the most interesting items showed clearly that this is a question of perception, rather than opinion. In answer to the question, "In my home, the husband/father does none or shares in the housework," 76% of the adults said "none" while 95% of the students said "none"! They are so convinced that daddies don't do housework that even when they see their own father change a diaper or carry out the garbage or fix breakfast it somehow doesn't count.

We must remember that children have a vested interest in keeping things simple. It is the business of childhood to learn society's rules, and if a rule is simple they like that because they can learn it quickly and get on to the next one. Furthermore, as we will see throughout this course, they have spent their lives in schools that are very stereotyped places. Therefore we must actively help them cope with the complexities that are real, instead of clinging to the stereotypes that are so comfortingly simple. This means finding ways for them to start now planning for their whole lives, not just motherhood for the girls and work for the boys.

Our first theme, the need for lifetime planning, is important for both boys and girls. The second deals only with girls: we must focus on and respond to the needs of a group which may be a quarter or more of the school population, and which is often entirely overlooked as a group: economically disadvantaged girls.

The economically and culturally disadvantaged woman is caught in a double bind when she looks for a job. She was never trained in the skilled trades which pay well, because that wouldn't be ladylike. But she can't get a ladylike job, because she is not ladylike. Even an underpaid file clerk has to dress well, have enough manners and grammar to talk to the boss, and so forth. The result is that she ends up scrubbing floors.

Many of our specially funded programs for disadvantaged studen are largely male. The programs that try to help such girls are likely to focus on developing middle class social and homemaking skills, which may involve a serious cultural put down. How much better if the girl could learn a trade where the pay would be such that she could get to be middle class on her own time.

For many school administrators, this group is invisible. If you ask them about the needs of disadvantaged students, they envisi boys. If, in another conversation, you talk about programs for girls, they think of middle class girls. We first stumbled on this tendency in a meeting with a superintendent who was deciding whethe his unit should be one of the ten pilot units for the New Pioneers

Project. It was one of those situations where he really wanted to think well and respond positively to the whole idea, but something about it bothered him. He was uncomfortable every time we said something about girls in vocational classes. He kept mentioning his academic students. (Of course, the line between academic and vocational students should not be so firmly drawn, but that's another conversation.) Finally, we stumbled on the magic words. "What about your disadvantaged girls?" His face cleared like the morning sun. "Oh, yes! We've always said the trouble with our vocational programs was that we had too little for the girls. That's why we started our nursing program. Now, from what you're saying, we had plenty for the girls all along, we just didn't know it!" This story means a lot to us. It seems such a clear statement of what this effort is all about.

Although the schools are more conscious of the needs of disadvantaged boys as evidenced by the enrollment in the disadvantaged funded programs, sex bias and the rigid definition of manhood hurts boys too. According to U.S. Labor expert, Eli Ginzberg, "only 40 percent of jobs in the United States pay enough to permit a man to support a family on his income alone." For the boy from a disadvantaged background the chances of his finding a job in that select 40 percent are very small. Couple that with the "breadwinner" stereotype that so many of us have been conditioned to believe and you can see why the divorce rate is so high, especially in very poor families.

The third theme that should run through our work is the importance of options for everyone. We are not promoting a new coercion. Some folks have visions of the guidance counselor saying, "Well, Susie, Title IX is here and we have to get away from that, for if we are honest, we will admit that there have always been Susies who wanted to take plumbing, but who were firmly told not to be silly and scheduled into home economics. What is needed is a way to give Susie such a wide experience that she can come to know herself, and make a valid choice. As long as she can judge herself only in relationship to a stereotype, she has but two alternatives: blindly to fit in, or blindly to rebel. Both are a terrible waste of all the wonderful things that are Susie.

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[1] "Sex and Social Change", Vanderbok and Vengroff, Department of Political Science, Texas Tech University, 1974."

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

MEMORANDUM

TO: North Carolina Educators

FROM: Amanda J. Smith, Director, New Pioneers Project

SUBJECT: Filmstrip, "I'M GLAD I'M A GIRL! I'M GLAD I'M A BOY!"

Thank you for your interest in the subject of sex bias in public education. We hope that the filmstrip, "I'M GLAD I'M A GIRL! I'M GLAD I'M A BOY!", will act as a catalyst, the starting place for an effort that will prove to be both fascinating and full of optimistic implications for the future of our boys and girls.

Objectives Of This Filmstrip.

1. To answer the general questions:

   -What is sex bias?
   -How do we recognize it?
   -What effect does it have on girls and boys?
   -What can we do about it?

2. To stimulate discussion.

3. To motivate educators for the development of solid concrete strategies for the reduction of bias in their school systems.

Relationship To Title IX.

Title IX of the 1972 Education Act prohibits discrimination by sex. This filmstrip does not deal directly with Title IX, although its use would be a highly appropriate part of your effort to comply with this legislation. Title IX deals with discrimination, the overt actions which can be proven in a court of law. Such actions, inequitable offerings in athletics or occupational courses designed only for one sex, for instance, are a serious problem, but they are only the tip of the iceberg. This filmstrip deals with the underlying assumptions about men

and women's natures and roles, which we all share, and which sometimes seem to justify sex discrimination. The subject of this slide presentation deals with matters of educational substance, not simply with legal compliance.

Suggested Audiences.

1. All professional educators

2. PTAs and other interested community groups

3. Older students, probably high school level and upward. (Family Life, Career Guidance, Social Studies, etc.)

Suggested Workshop Format.

The running time of the filmstrip is 25 minutes. In addition, we strongly recommend that you allow time for discussion afterward, at least twenty minutes, preferably longer. One good format for a two-hour workshop would be a twenty minute discussion of the technicalities of Title IX, followed by the filmstrip, followed by general discussion. Twenty minutes or so at the end of the general discussion should be devoted to specific strategies that teachers would like to see implemented in their schools.

Narration.

The filmstrip comes with a taped cassette narration. However, if you wish to read it yourselves, for a personal approach, a typescript of the narration is enclosed.

Leading the Discussion.

If you are lucky, and your group uninhibited, you will have some people express strong agreement with the ideas in this filmstrip, and others with serious reservations. Don't feel you have to provide a definitive answer for every question raised. It is probably better to let responses from all questions come from other members of the audience. Understanding sex bias is less a matter of developing a specialized expertise, than a matter of developing a new way of looking at our own lives. You have all the necessary raw materials in the room with you! It is important to remember that even the most extreme negative comment probably holds a grain of genuine concern that is shared by many people in the room. It is far better to have these feelings in open discussion, than to have an audience which nods politely and goes away uninvolved.

Possible Strategies For The Elimination of Bias In Your Unit.

1. Examination of school-produced materials for the elimination of stereotyped language or pictures.

2. Purchase of non-biased, supplimentary materials for library and classroom use.

3. Development of the abilities of both teachers and students to recognize stereotypes in traditional texts. It is not necessary to condemn the texts, incidentally; the object is simply to let students recognize and discuss the stereotypes.

4. The development of strong, unbiased career guidance programs, which will stress lifetime planning for both boys and girls.

5. The development of special units of study of sex bias in such curricula as Home Economics, Social Studies and Language Arts.

Distribution.

It is our pleasure and privilege to make this filmstrip available free. However, as we do not have one for every unit in the state, we do have two requests: 1) Please make an organized effort to give the filmstrip the widest possible exposure in your unit. As a minimum, please arrange for all teachers to see it. If you can extend it into the community, so much the better. Because sex bias permeates every aspect of our lives, it is extremely difficult to combat it effectively without support of the entire school family. Limiting this filmstrip to occupational teachers, secondary teachers, or any other category will reduce its effectiveness even for those who have seen it. 2) Let us have it back when you have worked it dry.

Evaluation.

It will make a big difference to the success of the New Pioneers Project if you will make the effort to keep us posted on your use of this filmstrip. Enclosed are several evaluation sheets. Please fill them out as you go along, and send one back to us every month or so. You will notice that our questions are rather subjective. Sex bias is not a quantitive issue. We need to know the reactions of you and your people. We realize this puts an extra burden on you, so please let us thank you ahead of time for making this extra effort.

Finally: Have fun! As you share anecdotes with each other, you will probably find that studying sex bias is a fascinating and creative subject. It's for ages 3 to 103, and any number can play!

EVALUATION FORM - NEW PIONEERS FILMSTRIP

"I'M GLAD I'M A GIRL! I'M GLAD I'M A BOY!"

Please Fill Out Form After Each Showing And Return As The Page Fills Up. Return To: Amanda I. Smith, New Pioneers Project, Department of Public Instruction, Raleigh, North Carolina 27611.

UNIT _____ BUSINESS ADDRESS _____

CONTACT PERSON _____ BUSINESS PHONE _____

MEETINGS

Date	Time	Number Attending? Voluntary? or Compulsory?	Type of Meeting (Elementary, PTA, Faculty, Occupational, Teachers, Etc.)	Amount of Time for Discussion	General Reaction? Which Ideas Produced a Strong Favorable or Unfavorable Response?	In the Discussion Did This Audience Decide To Take Any Specific Actions on Sex Bias? If so, What?

86

86A

NARRATION - I'M GLAD I'M A SHE! I'M GLAD I'M A HE!

Focus
I'M GLAD ...
Produced By ...
Special Cons...
New Pioneers
N. C. Dept. Public Inst.
Special Thanks To ...

(statue) Americans believe in a constitutional right to freedom.

(potter) Freedom to be ourselves, to do the best we can at whatever jobs we choose.

(girl) We think of childhood as a time of freedom.

(girl & boy) A time of shared adventure.

(trees) When a child grows straight as a tall tree...

(fishing) Free as a running stream.

(girl in pink) Yet the business of children is to learn the shape of the world. To help them we need an understanding of true freedom.

(girl in field) True freedom needs self-knowledge and self-discipline, for we cannot develop ourselves if we do not know ourselves.

(slat house) Why self-discipline? Not "just because", that frustrating phrase of childhood, but from an understanding that human beings must be both productive and considerate in order to respect themselves and each other.

(fence) How free are we really? Are there some values that we teach as they were taught to us, "just because"?

(group) Educators try to help each child develop as an individual. Today, many North Carolina educators are beginning to wonder if sex bias may deny both boys and girls the self-confidence to be genuinely free.

(Rosie Grier) The world is changing. We have opportunities unheard of a generation ago.

(teacher) We are learning that men can be loving teachers.

(M.D.) That women are happy and successful...

(bulldozer) in fields they would never have considered a few years ago. Yet how many high school students today are really this free? Would a boy be embarrassed to admit that he wants to be a nurse or teach kindergarten? Would a girl feel free to enter a machine shop? If not, why not?

(sex bias) Sex bias - what is it?

(forester) It's the underlying network of assumptions which says that men and women are different and should be different, not only physically, but with different tastes, different talents, different personalities and doing different work. And that children who do not fit the expected pattern should be helped to fit, for their own good.

(Home Ec.) Sex bias grows out of historical assumptions which may have been useful in the past, but which many educators are now beginning to question.

(carpenters) It is no one's fault. Both men and women have biases. Both are hurt by them.

(sewing) Eliminating sex bias means seeing people as individuals rather than as averages.

(masons) For instance, if a particular job can be done by eighty percent of men and only thirty percent of women, those women should still have their chance. Furthermore, the men who are unsuited for it should not be made to feel inadequate.

(hairdressers) One prominent North Carolinean sums up the advantages of reducing sex bias this way: "Wider horizons for women - <u>longer lives</u> for men."

(babies) How does it work? Sex bias begins at birth when a baby is wrapped in pink or blue. This color coding is important for many adults as a cue for how to treat the baby. Girl babies get kissed. Boy babies get tickled or punched.

(boy and girl) As children grow older, parents give sons and daughters different toys, different clothes and teach them different games. They even learn different vocabularies.

(two girls) Girls are taught to be people-oriented... boys to be machine oriented. Both these orientations are good <u>if</u> they fit the personality of the individual.

(radio) But a boy who is taught to stifle his emotions, or his interest in human beings, is <u>just</u> as damaged as a girl who is taught that it is unladylike to be interested in machinery.

(three women) Is this kind of upbringing necessary for children to develop a strong sex identity? Or will they learn more from strong role models? - mothers and fathers who enjoy being female and male, regardless of the work they do, or their personality traits.

(classroom) As teachers start searching for bias in their own schools, they find some surprises. Many schools are more stereotyped than the outside world. For instance, in kindergarten, are all the blocks and fire engines in one corner of the room? Are all the dolls and tea sets in another corner? Even if no one tells the children where to play, what do you think they will do?

(boy and girl) What would happen if a boy played with dolls?

(girls) Or girls played with trucks?

(baseball) Kindergarten teachers are well aware that boys have difficulty sitting still and paying attention, whereas girls respond quickly to this environment. Could it be partly because boys have been sent outdoors to run, climb trees and play baseball, while girls have been kept indoors with dolls and coloring books?

(sad boy) Is it all right for a boy to cry? It may be that some women cry too much. Could it also be that some men cry too little? What can a teacher do if they hear someone being called a sissy?

(kids touch-ball) What do we mean by the word "tomboy"? Why is a girl who likes to run and play out-of-doors considered acting like a boy? Wouldn't girls act this way?

(mirrors) Do parents hope that their tomboy daughters will "grow out of it" and start acting like "little ladies"? Why is a girl's appearance so very important?

(book) Let's examine our textbooks. What values are they teaching along with the "three Rs"? As the cover of this book shows, girls are often simply absent. One 1972 study demonstrated that in most story books there are from 2-6 stories about boys for every one about a girl.

(girl and boy) Girls are usually shown playing quietly indoors. If they are active, they frequently get in trouble so that their older brothers can get them out of it.

(boy and rope) Even worse, hostility towards girls is often acceptable. Girls learn to put themselves down, saying things like, "You know how stupid I am," or "I'm just a girl, but I know enough not to do that." Girls rarely put boys down. In fact, they are more likely to bolster male egos with praise like, "Oh, Raymond, boys are so much stronger than girls."

(Sybil on horse) Some publishers are trying to change, as in this picture of Sybil Luddington, who rode to warn New York State farmers "that the British are coming." So far, however, even in these new books, there is still a heavy ratio of traditionally male dominated stories.

(boy in tree) Boys, on the other hand, have a very different image. They are shown as courageous problem solvers. This six-year-old boy can handle both an angry mother bear and a hornet's nest.

(burglars) Boys are adventurous and often save people from danger. If they get into trouble themselves, they face the danger and overcome their fear. These images are presented as positive, but they may place a heavy burden on some boys who think they have to live up to the "Superman" image.

(daydreams) What do our textbooks give girls to look forward to? One study showed that by the fourth grade, girls' images of their futures are limited to four...teacher, nurse, secretary or mother.

(mother & baby) The role of mother is predominant. Indeed, it is presented as a girl's ideal and only goal.

(mother & daughter) Yet, the true importance and value of motherhood is missing from our children's books.

(bugs) Mothers never seem to hold a job outside the home. They are usually in the kitchen preparing food or cleaning up. Sometimes they are warm and loving, but more often, they are shown as fussy, unpleasant nags who are terrified of dirt, bugs,...

(pig) or any other variety of animal that their children may drag in, often with the aid of dad, only to have mother ruin the fun.

(man) Men have a far wider range of occupations and personalities. They are seen as vital, important people working outside the home in a world bustling with activity,

(man in chair) but who, as soon as they enter the house, take off their shoes and pick up the newspaper. How realistic is this in terms of today's world?

(man & sink) Today's realities: Mothers who work outside the home - fathers who work inside the home - are missing from this so-called ideal picture.

(sad boy) Not all children absorb these values, but many do. In fact, when their own lives don't fit the images, some children tend to blame themselves or their families: if "real mommies" don't go to work, perhaps my mommy is bad, or doesn't love me.

(books) What can we do about biased textbooks? First, purchase supplimentary materials to balance our present offerings and allow for special study. Second, we should write to publishers and textbook committees stressing our need for materials and basic texts that show men and women in equitable roles.

(class) Third and most important, discuss stereotypes directly with children. One third grade teacher reported to her astonishment that her children's reluctance to read evaporated after she allowed them to compare the stereotypes in their stories with their own more varied lives.

("Man Changes...") What happens as children grow older and start examining the world outside their immediate families? First what about the words they hear. What's your mental picture if you hear, "Man discovered fire," or that "Early man developed tools for farming?"

("Woman Changes...") Supposing that all your life you'd been hearing about "Womankind", or "The World of Women?" Would you have a different impression about the relative importance of men and women? Technically, of course, "Man" does refer to both men and women. However, children are literal minded and word images are stronger than grammar rules. Just ask a man how he feels when teachers are always referred to as "she". Would it be better perhaps to say "people", or "humanity"?

(list) Make a list of famous Americans. How many are men? How many are women?

(woman on horse) Daniel Boone was on that list. Have you ever heard of Anne Bailey, the West Virginia scout who once saved him and his entire garrison?

(Ida B.) George Washington Carver and Martin Luther King were listed. How much do we know about Ida B. Wells, a founder of the NAACP? In the combined indexes of eight popular social studies texts, there are over eleven hundred men listed and only thirty-three women. Is it true that so few women did anything worth mentioning?

(M'me Curie & husband) Even when a woman such as Madame Curie is included, her achievements may be lessened by the suggestion that she was merely a partner to a more important man. What can we do? Social studies teachers are finding that students enjoy researching the women we never heard of, and both boys and girls are eager to discuss changing roles.

(woman teacher) As teachers become aware of the attitudes implicit in the textbooks they use daily, female teachers especially are dismayed. Proud of being women, leading happy fulfilled lives as working wives and mothers, the last thing they want to do is project negative images of girls. Yet as they turn inward to examine their own practices and attitudes, they find that the smallest incident may accidentally reinforce the stereotypes.

(boy and projector) Perhaps they ask the boys to carry books or work the movie projectors and ask the girls to bring cookies to the class party. Couldn't girls carry things or run the projectors, too? And boys who like to eat cookies might be glad to make them!

(car) Many teachers will unknowingly undercut a girl's effort to take herself seriously. For instance, suppose a girl takes an exploration course in mechanics and her teacher says, "Now you'll understand when you boy friend talks about his car." What is that teacher assuming? And what is the girl really learning? Or many a teacher will say to a boy who has made a mistake, "Go back and do it again until you get it right." To a girl with the same failure: "Here, honey, let me help you." The boy learns self-reliance. The girl learns to lean on others.

(tennis net) Let's examine our physical education and athletic programs. How much money is spent on girls' gym equipment? Uniforms? Transportation? Which teams hold bake sales when the money runs short?

(tug of war) Are girls learning determination in the face of defeat?

(high jump) Are they developing the skills that would earn them an athletic scholarship? Or...

(cheer leaders) are they mostly cheering for boys?

(boy on steps) And how much damage may be done to a boy who is made to feel inadequate because he's either not talented, or not interested...

(football team) in athletics?

(carpentry) Finally, let's look at occupational programs.

(sewing) Are they really open to everyone?

(tye dying) Boys enjoy making clothes as well as girls.

(electronic repair) And girls could earn high salaries in the skilled trades. But even if the classes are officially open, many students do not feel free to make untraditional choices.

(girl & leaves) What is the result of a lifetime of stereotyping? Economically disadvantaged girls are caught in a double bind... steered away from the skilled trades because these are unladylike, and barred from ladylike jobs because of cultural disadvantages. Indeed, welfare workers tell us that many recipients want to work, but are unable to because they lack technical or social skills.

(girl & "?") Academically talented girls suffer also. Studies show that although girls get better grades in high school than boys, they are less likely to believe that they can do college work. They may actually be afraid to succeed. They may pretend they are less intelligent than they really are. Many choose careers that don't really challenge them. Why is this?

(tennis player) Are they afraid of losing their femininity when she won the tennis match! Perhaps success may reinforce femininity.

("gainful employment") Boys may feel that they are caught in a work trap...valued more for the size of their paychecks than for themselves as individuals. And they may develop hostility against women if they perceive women as "having things easy", while men shoulder all the responsibility in a difficult world.

(runners) Some may even feel that no matter what race they run, they must come in first in order to prove their manhood.

(group) What can we do? First, talk...both adults...

(two desks) and students. We can share with each other our own feelings about sex bias...how we have felt pressured or limited. What we would like to see changed. What we would like to see stay the same.

(woman counselor) School counselors concerned about sex bias feel that lifetime planning for everyone must become a major goal. Presently, boys focus on their careers, overlooking their roles as husband, father and joint homemaker.

(male counselor) Girls look to the years of early marriage and see themselves as the mothers of young children, overlooking their roles as wage earners. They are unaware that 9 out of 10 American women work outside the home for a good period of their lives, that married women average 25 years.

(career file) Girls need to be helped to see that work can be a happy, fulfilling addition to their marriage, rather than seeing it in terms of divorce or some other disaster. Indeed, many women report relating better to husband and children when they find fulfilling work of their own.

(chart) Counselors can help students judge jobs in terms of those jobs' true rewards and the student's own true interests, rather than by tradition.

(printer) Is she less of a woman because she is a printer?

(nursery school) Is he less of a man because he works with young children? In fact many counselors feel that boys and girls will be stronger in their masculinity and their femininity if they see these qualities as an inherent part of themselves and not dependent on some outside factor like playing with the right toy or planning for the right job.

(gym) Already some positive results are emerging. Some North Carolina schools integrated their gym classes several years ago.

(car standing) And North Carolina occupational educators are showing national leadership by opening their programs to everyone.

(carpenters) The students are enthusiastic.

(foresters) The faculty even more so.

(mortar) All over the state people are saying morale has improved. The <u>boys</u> are behaving better, the <u>boys</u> are working harder and...

(mechanics) the <u>girls</u> are making pretty good mechanics!

(lab) Boys are entering Health Occupations...

(setting table) and in many places, boys in Home Economics are no longer even unusual.

(club members) Occupational Youth Clubs are working together to make sure that all their classmates understand what every course has to offer and helping to make everyone feel welcome in unfamiliar territory.

(living room) Perhaps the most valid concern of educators, who doubt the wisdom of reducing sex bias, is the fear that it may in some way produce instability in the future lives of their students, perhaps even the breakdown of the traditional family.

(family on sofa) However, several thousand years of experience indicates that human beings are happiest in families. The family is not likely to disappear. But the details of its organization may have to change to adapt to a changing world.

(basketball) We must help young people develop into strong, self-reliant individuals who can meet the new challenges, grasp the new opportunities, and in their turn raise a new generation who can happily and flexibly meet whatever surprises may wait in the 21st century!

(boy) I am a young man. Let me show my manliness not by fighting or by being tough...

(laughter) but by being a real person with a full spectrum of emotions.

(smiler) If I'm happy, let me laugh.

(weeper) If I'm sad, don't shame me for my tears. I, too, can cry.

(girl) I am a young woman. Don't limit my horizons.

(three girls) Don't make me try to fit the averages, when I'm an individual.

(wood pile) Don't pity me if I'm not beautiful. I must do more with my life than stand and be beautiful.

(two girls) Help me be free!!

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CREDITS

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Appendix C

Invitation Packet, Second Year.

State of North Carolina

A. CRAIG PHILLIPS
SUPERINTENDENT

Superintendent of Public Instruction
Raleigh 27602

May 5, 1976

MEMORANDUM

TO: ~~S~~uperintendent
Inservice Coordinator
Occupational Education Director or Planner

FROM: A. Craig Phillips

SUBJECT: New Pioneers Summer Institute II, To Train Instructors For Local Inservice Course On Sex Bias In Public Education

We are pleased to inform you that we will be able to repeat last year's highly successful New Pioneers Institute on sex bias in public education. This program will qualify one person from your unit to teach a certificate renewal credit course to your teachers. The experience of those who took part last year was so positive (see enclosed follow-up report) that we can recommend this program to you without reservation. It will help you give educational substance and depth to your Title IX compliance efforts, giving teachers the opportunity to understand the importance of reducing sex bias for all of their children. It will enable you to shift past requirements of legal compliance into the substantive areas that so many of us are finding exciting and optimistic. The course will cover bias against men as well as women, occupational and social stereotypes, textbooks, athletics, and the students' own culture. A copy of the course outline is attached. We believe you can be assured that your teachers will be participating in a stimulating, creative and positive experience.

When: June 21-25, 1976

Place: The Hilton Inn, Burlington, North Carolina

Application Deadline: Friday, May 21, 1976

Eligible LEAs: Any unit which a) did not take part last year and b) is prepared to make a commitment to give full support to the local course.

Reimbursement: Reimbursement of travel and expenses for a limited number of vocationally funded teachers, or certified guidance counselors is available.

If the local unit wishes to nominate someone who is neither vocationally funded nor a guidance counselor, we can still accept these participants, if the local unit will meet their expenses.

Expenses are refunded at 15 cents per mile from their school to Burlington and $23 per day subsistence allowance. Registration fees are refundable.

Renewal Credit: The Summer Institute is a one-week course for which three certificate renewal credits may be awarded to your nominee. As participants are being trained to teach an entire course, no credit will be recommended if any session is missed.

The course which participants will be prepared to offer on the local level will be designed as a twenty-hour course, worth two certificate renewal credits. It is suitable for all teachers.

Who You Should Nominate: Nominees need have no previous experience in the field of sex bias in education, they need only be professionals who relate well to others.

As the enclosed follow-up report indicates, there are a variety of approaches, and you will want to tailor your program to fit your needs. The two basic patterns were to offer the course on an individual basis, repeating it as long as there is interest; or to use the "ripple effect," training representatives from each school who repeat the material for their fellow ceachers, thus reaching all teachers relatively quickly.

While we realize that your plans at this time must still be tentative, it would help the New Pioneers staff to have some idea of how you would like to see the course proceed in your unit.

Please indicate the approach you plan to take, how you plan to publicize the program, what resources will be available, whether you will offer the course through your school system or through a community college, as well as your nominee's background and qualifications. Please add any special needs or advantages you may have.

We're looking forward to sharing this exciting experience with your representative.

ACP/AJS/gvs

NEW PIONEERS SUMMER INSTITUTE:
FOLLOW-UP REPORT ON LOCAL COURSES ON SEX BIAS IN EDUCATION
April 1976

In June 1975, the New Pioneers Program conducted a training institute for representatives from forty-six local units, qualifying them to teach certificate renewal courses on sex bias in education in their local units. In March 1976, we held a Follow-up Conference so that participants could share experiences, and so that the New Pioneers staff could refine the approach for the 1976 Summer Institute II.

Who Took Part? Forty-six LEAs:

County Units: Avery, Buncombe, Caldwell, Columbus, Dare, Davidson, Duplin, Edgecombe, Winston-Salem/Forsyth, Gaston, Granville, Halifax, Iredell, Lenoir, Martin, McDowell, Charlotte/Mecklenburg, Montgomery, Moore, New Hanover, Orange, Richmond, Sampson, Surry, Wake, Washington, Watauga, Wayne, Wilkes, Wilson

City Units: Asheboro, Asheville, Eden, Elm, Fairmont, Greensboro, Greenville, Hickory, Kinston, Lumberton, Maxton, North Wilkesboro, Red Springs, Shelby, Tarboro, Weldon

The Teachers: Forty were vocationally funded or guidance, and represented almost all areas of vocational education. Six more had their expenses paid by their local units. They included elementary teachers, librarians, and central office people. What all these teachers had in common was an outstanding ability to relate to others. It was clear that local units had carefully chosen their representatives: there was a general feeling at the conference that this was an unusual group.

Organization Of Local Courses: We had forty-six units, and forty-six ways of doing things! Some samples:

-Concentrate all efforts in August work days. Only two units followed this approach.
-Put out a memo in September making course available to anyone who is interested, on a first-come, first-served basis. Typical of this approach was Halifax County. They had an enrollment of about twenty-five, and participants were so enthusiastic that they plan to hold the course again. This was the commonest pattern, and can work well in a small unit where everyone knows each other. One drawback: the danger of a low enrollment, if teachers are not well-informed as to the content of the course.
-Using teacher work days for general information about the course to be given during the fall. In most units, a period of one or two hours was used to show teachers the filmstrip and inform them about subject matter of the course. Then they signed up individually. In Weldon City, all teachers had four two-hour sessions on sex bias in education. Then those who wished to continue took an additional twelve hours, giving them two renewal credits. This gave all teachers basic information, and allowed some to specialize.
-Some units did not get started in time to make use of the August work days. They achieved a similar effect by having the introductory filmstrip shown in faculty meetings, as a preview of coming attractions, before teachers signed up for the course.

Dinner - The Hilton Inn

Evening: Film Festival

Wednesday a.m. V. What Does Bias Look Like? - Textbooks And Language

-Bias In Basal Readers, Math, Grammar, Social Studies Texts - Everywhere!
-Does "He And She" Really Matter?
-How Do We Recognize Bias And What Do We Do About It?

Lunch - The Hilton Inn

p.m. IV. What Does Bias Look Like? - The Hidden Curriculum

-Things Your Best Friend Didn't Tell You Because They Didn't Notice Them Either!
-Kingergarten Toys, School Clubs, Teacher Behavior
-Athletics And Physical Education

Dinner - On Your Own

Evening: Movies And TV - Pick Your Own!

Thursday a.m. VII. Student's Culture - Psychological Impact Of Stereotypes

-Popular Songs, Magazines, Dating Patterns
-After Years Of Stereotyping, How Free Can Our Students Really Be? How Can We Help Them?

Lunch - On Your Own

p.m. VIII. Strategies

-Involving Teachers
-Involving Students
-Community Relations

Dinner - The Hilton Inn

Evening - Free Time For Planning

Friday a.m. IX. The Double Standard - How It Causes Trouble

-Social Expectations
-Sex Education - Does It Help?
-Counseling, The Unwed Mother And The Unwed Father

Lunch - The Hilton Inn

p.m. X. Two Cultures - Why Men And Women Respond Differently To Identical Situations, Thereby Confusing Everybody. What To Do About It?
Plans And Strategies - Final Copies Due
Wrap Up And Evaluation

4:30 Adjournment

NEW PIONEERS SUMMER INSTITUTE II

The Hilton Inn, Burlington, North Carolina 27215
June 21-25, 1976

A summer institute sponsored by the New Pioneers Program to train instructors for local inservice courses on the implications of sex bias in public education.

General Format For Each Session:

1. Basic Presentation
2. General Discussion
3. Materials And Resources
4. Development Of Strategies

Each subject area will include the implications of sex bias for both men and women, and recognize cultural, ethnic and economic variations in patterns of stereotyping.

Monday a.m. 8:30-10:00 - Registration
10:00 - Opening Meeting (warning: we are compulsively prompt!)
I. The Elimination Of Sex Bias -- Why?
"I'M GLAD I'M A SHE! I'M GLAD I'M A HE!" Filmstrip

Lunch: On Your Own (bring your bathing suit)

p.m. II. Male And Female

-What Is The Relationship Between Biological Differences And Social Roles For Men And Women?
-How Do We Develop Strong Identities As Males And Females?
-Family Roles - Changing And Unchanging

Hospitality Hour
Dinner: Hilton Inn - The Relationship Between Racial Stereotypes And Sex Stereotypes: Implications For Teacher Education - Speaker: Dr. Elizabeth Koontz

Tuesday a.m. III. How Bias Hurts Men - Or, Men Are People Too!

-Are Men Strangers In Their Own Homes?
-Are Ulcers And Heart Attacks The Birthright Of Men?
-Freedoms Women Have That Are Denied To Men

Lunch - On Your Own

p.m. IV. Men's Work - Women's Work

-Three Themes For Lifetime Planning
-Why Would Women Be Interested In "Men's Work"?
-Why Would Men Be Interested In "Women's Work"?

APPLICATION FORM

"I'M GLAD I'M A SHE! I'M GLAD I'M A HE!"

Pioneers Institute II, For Instructors Of Inservice Courses On Sex Bias In Public Education

EA _____

ONTACT PERSON _____

USINESS TELEPHONE NUMBER _____

USINESS ADDRESS _____

e wish to offer an inservice course on sex bias in public education in the fall of 976, and are prepared to give the full support of our Central Office to making this ourse a success.

ATE _____

Superintendent	Inservice Coordinator	Local Director Occupational Education

___ We applied last year and were turned down for lack of space. Please give us priority this year!

- - - -

EXCERPTS - COMMENTS FROM PARTICIPANTS
NEW PIONEERS SUMMER INSTITUTE
JUNE 16-20, 1975
THE ROYAL VILLA - RALEIGH, NORTH CAROLINA

"At the outset, I was most apprehensive. I now feel equipped to set out on a venture that I feel will be most challenging and rewarding! I'll need more preparation, but I'm ready!!"

"Overall impression - very good, well done, very practical... worthwhile professionally and personally as a person and father."

"I feel much better prepared for teaching a course on sex bias than I did on Monday. I have been made actively aware of a number of my own personal sex-biased opinions that I did not even know I had!"

"Being Black, I knew we had lots of bias we had to break through, but I didn't know that the white female had that many."

"My one aim will be to produce as many facts as possible, discuss these with personal experiences from the group, and let each individual draw their own conclusions."

"... I can really appreciate my husband and men more. Men and women can feel freer to become - it is just a matter of awareness pointed out with a positive attitude."

"The one thing that has impressed me so much was atmosphere throughout this workshop. Everyone (almost) has felt so free to express their opinions. The instructors have been so "down-to-earth"."

"The subject goes so deep that I feel that it has "something for everyone"."

"Best overall conference I have attended - including facilities, meals, promptness, qualifications of staff. Especially appreciated the notebook and handouts."

"I am definitely one of those who wonders about having been in the dark for so many years - accepting and taking so much for granted."

"... as my mother has always said, "Your best is the most you can do", and I have been challenged to reach for that here this week."

"I feel that I will be a better wife, mother, grandmother and teacher because of the awareness of this area, as it plays an important part in determining the future as well as the present in all human development."

"I am excited about going back and helping to open new worlds to fellow teachers, and hopefully, to my "oh-so-very" narrow-minded students (8th graders) who are trying so desperately to fit into society's man and woman role."

"I have two daughters, and quite naturally, I want every opportunity for them, but I want them to accept responsibility with the opportunity."

"I am more prepared for future positions that may become available, which before I would not have even thought of considering."

"For me personally, I think I can live with myself more comfortably."

"I was one of those who was given the "you will attend the course, won't you?" line before coming. I fully expected to be bored stiff... To my delight, it has been marvelous! My only negative feelings at this point are ones of physical and mental exhaustion. It's like being in the middle of a week of backpacking - - so tired you can hardly take another step, but knowing that there are so many beautiful overlooks, wild flowers and icy streams ahead that you can't wait to get to the next one!"

"For me personally, I think I can live with myself more comfortably."

"I feel stronger as a woman as in my place professionally, as a mother and wife."

"I feel that when I return to my unit and begin to make preparations to conduct the Sex Bias In-Service Course, I will receive full cooperation from my administration and superintendent..."

"I'm sure we'll get good backing at home."

"I am looking forward to this opportunity of sharing."

"First conference I have ever attended that really prepared for all situations - hitting the smooth and rough spots - very professionally run - showed much concern for individuals attending."

PLANNING GUIDE FOR NEW PIONEERS INSTITUTE TRAINEES

There are two types of plans to be considered: planning for the trainer and planning for the teacher. Some of you will both be trainers and teachers. Some of you will be training trainers. In any case, everyone who takes this course should eventually prepare a plan for themselves as a teacher.

General Planning Techniques. Each plan should have three components:

1. A list of objectives with target dates

2. a list of strategies or activities by which you will meet those objectives.

3. For each objective one or more methods of evaluation, which will answer the question, How do you know whether you met your objective or not? Is anything different now because of your activities?

Most people use a three-column format, though you may use any format with which you are comfortable.

Planning for Trainers. What has to happen between today and the first day of your course, to make sure that you are in the best possible shape for a successful experience? Your plan should be a road map which will guide you from here to there, and keep you out of the ditch.

Questions:

1. What further reading or studying or other activities do you need to do to prepare yourself? When and how will you do it?

2. What sort of organizational and moral support do you need to accomplish your goals? Who needs to be informed? Who can help you?

3. What resources already exist in your LEA -- People? Materials?

4. What sort of financial support will you need? Where will you get it? How many sources of financial support can you think of?

5. What are the logistics of setting up your course? Where will you hold it? How will you decide when to hold it? How will you get the materials you need? Will you use guest speakers?

6. How sill your course be organized? Will it be for individuals' Or for trainers? If trainers, will they represent schools? Subject areas? Will you include any students or parents?

7. How will you publicize your course? Remember, this is the most crucial part of all. This is where you will make or break the success of your project. How will you be sure teachers really understand what you have to offer?

Planning for Teachers.

1. What further activities will you undertake to continue your increasing understanding of and awareness of sex bias?

2. Whom will you be working with? Administrators? Fellow teachers? Students? Parents? Community organizations?

3. Do you need organizational or moral support for any of the activities you would like to carry out?

4. Do you need financial support for any of these activities?

5. What changes will you make in your day to day activities and behavior?

6. How will you work with your basal texts? Supplementary materials? Materials made in your classroom?

7. Can you influence what texts are bought in the future?

8. Will you make any curriculum changes? Add any mini-courses or special units?

9. What kind of class projects, field trips, guest speakers, etc., would be helpful?

10. What projects can your students undertake so that they take the responsibility for their own learning?